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IDENTIFIERS	2 Plus 2 Tech Prep Programs

ABSTRACT

The Southeastern Illinois Technical Preparation project was undertaken to develop sequenced tech prep programs in principles of technology/electronics, computer programming, and secretary/business management at nine high schools and Southeastern Illinois College with emphasis on preparation in mathematics, science, and communication and on integrating academic and vocational content. A 3-year plan for implementing and expanding the tech prep program for all vocational programs at the nine high schools was developed. Other project activities completed thus far include the following: development/delivery of staff development activities for tech prep instructors, assessment of rural high schools' equipment needs, development/implementation of job opportunities awareness programs in middle and high schools, and a 1-year project evaluation and revision of plans for subsequent project years. (Appended to this final report are meeting agendas, a list of advisory committee members and their contributions, a course sequence model, an implementation plan with 3-year objectives, teacher and counselor professional development plans, a 3-year equipment plan, an awareness plan, midyear and final evaluations, a list of development committee members, project newsletters, reports on curriculum change projects, a project purpose statement, and implementation agreements by site.) (MN)

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ED 362 702

Southeastern Illinois Tech Prep Project
Final Report
July 1, 1991-June 30, 1992

/. Objectives and Activities

A. Objective 1 - Develop Sequenced 2+2 Principles of Technology/Electronics, Computer Programming, and Secretary/Business Management at nine high schools and Southeastern Illinois College with emphasis on preparation in mathematics, science, and communication and on integrating academic and vocational content.

Activities

1a. Form Executive Committee - completed and functioning.
1b. Screen Project Coordinator Applications - completed and functioning.
1c. Form Development Committee - completed and functioning, meetings have been conducted November 11, December 4, January 9, January 30, February 21 and 22, March 25, April 23, and May 20--see Appendix A for agendas, notes.
1d. Form Advisory Committee - An advisory committee has been developed by the executive committee and presented to the Development Committee for additions. A finalized committee list was available following a January 9 Development Committee meeting--Operational see Appendix B.
1e. Review Course Sequences - course sequences and descriptions have been collected. The agenda for January 9 Development Committee included beginning to study sequences, February and March meetings continued development, finalized May meeting--see Appendix C.
1f. Review Articulation Agreements - some work has been completed. This activity was not completed. Tabled 92-93.
1g. Revise 1992-93 - no progress to date.

B. Objective 2 - Establish a three year plan for implementing and expanding the 2+2 program for all vocational programs in the nine high schools.

Activities:

2a. Develop a Plan for Implementation - complete--See Appendix D.
2b. Formulate Three Year Objectives - complete--See Appendix D.
2c. Write a Three Year Evaluation Plan - continued.
2d. Write a Three Year Dissemination Plan - complete--See Appendix H.

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2e. Recommend Entrance and Exit Requirements - guidance counselors are developing this. Will be finalized 1992-93.

C. Objective 3 - Provide staff development activities for high school and college instructors who will be teaching courses in the 2+2 program and assist them in developing a complementary program of academic and vocational coursework. Also provide staff development for guidance counselors.

Activities:

3a. Plan Professional Development Plan for Teachers - has been discussed, was finalized June 30--See Appendix E.
3b. Plan Professional Development Plan for Counselors - a professional development plan has been developed for counselors with monthly meetings held January, February, March, April, and May-plan for 92-93--Appendix F.
3c. Plan and conduct joint high school and college activities - all professional development workshops will be conducted for joint secondary--college staffs.

D. Objective 4 - Improve access in rural areas to new development in business and industry by analyzing the equipment needs at the high schools and at SIC and developing a plan for sharing equipment, facilities, staff and resources.

Activities:

4a. Survey Equipment - completed.
4b. Determine Needs - completed.
4c. Survey Resource Sharing - completed.
4d. Develop a Master Plan--See Appendix G-three year equipment plan.

E. Objective 5 - Institute an awareness program in middle and high schools for students and counselors that will focus on job opportunities in southeastern Illinois with an emphasis on opportunities available for women and minorities.

Activities:

5a. Identify Mentors - no progress to date.
5b. Formulate Awareness Campaign - active and ongoing. A total regional half day inservice was conducted on December 6 to inform all teachers of the Tech Prep concept. Newspaper articles have been written in the region. Monthly newsletter sent to each

school. Counselors inservice has addressed this issue. See Appendix H.

5c. Conduct Field Trips to Businesses and Colleges - 92-93.

5d. Strategies for Recruiting Women and Minorities and other under represented populations - counselors are addressing this issue. See Appendix H.

F. Objectives 6 - Evaluate the project in year 1 and make plans for revisions and evaluations in succeeding years.

6a. Monitor Each Activity - completed.

6b. Employ Evaluation Consultant - consultant has been employed and conducted mid-year and final evaluation of the project. See Appendix I.

6c. Conduct Mid-Year Evaluation - has be conducted.

6d. Conduct End-Year Evaluation - completed.

6e. Determine Changes for Future Years - being discussed by committees, included in 92-93 application.

Objectives 7 - Disseminate the project in year 1 and make plans for dissemination in succeeding years.

Activities:

7a. Identify Individuals to Serve on Development Committee - completed and ongoing--see Appendix J.

7b. Write Monthly Newsletter - first newsletter was published and distributed during December with additional copies published monthly--see Appendix K.

7c. Develop Mailing List of Business, Industry, and Labor - the list has been developed and expanded.

7d. Draft Curriculum Changes--see Appendix L and N.

7e. Develop Purpose Statement and Disseminate to Staff--see Appendix M.

7f. Implement Evaluation Outcome via Brochure 92-93.

2. Major Activities Planned:

A. Expanded involvement of business industry representatives with Development Committee.
B. Document planned changes for 1992-93.
C. Refine articulation agreements.
D. Plan summer activities.
E. Finalize equipment needs.
F. Complete FY 93 applications.

3. Concerns:

A. None

4. Appendices: See attached.

L920T23

Project Title: Southeastern Illinois Technical Preparation Project

Funding Agreement Number: JMA 5300

Name of Person Completing Addendums: Jack Rawlinson

Please provide the most accurate information available for the following in order for the Illinois State Board of Education staff to collect statewide data.

1.) Number of secondary sites involved: 8

(List each secondary site.)

Pope County	Eldorado
Gallatin County	Carrier Mills
Hardin County	Norris City
Harrisburg	Carmi

2. Number of post-secondary sites involved: 1

(List each post-secondary site.)

Southeastern Illinois College

3. Estimated number of **instructors** involved on an **awareness** level:

secondary 135 — post-secondary 20
academic 70 — technical 12
technical 65 — academic 8

4.) Estimated number of **instructors** involved in **implementation**:

secondary 45 — post-secondary 9
academic 20 — technical 5
technical 25 — academic 4

5.) Estimated number of **counselors** involved on an **awareness** level:

secondary 10 — post secondary 5

6. Estimated number of **counselors** involved in **implementation**:

secondary 10 — post secondary 5

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7. Estimated number of **administrators** involved on an **awareness** level:

secondary 18 post secondary 3

8. Estimated number of **students** enrolled in **Tech Prep** courses:

secondary 0 post secondary 0

9. Number of **secondary staff** participating in a **VIP type** of private sector experience:

academic 3 technical 15

10. Number of **post secondary staff** participating in a **VIP type** of private sector experience:

academic 0 technical 4

11. Number of sites using **Applied Math curricula** either as a stand-alone course or infused in another course:

number of sites 6 number of courses per site 2-3 (92-93)

12. Number of sites using **Applied Communication curricula** either as a stand-alone course or infused in another course:

number of sites 6 number of courses per site 2-3

13. Number of sites using **Principles of Technology**:

number of sites 2 number of courses per site 2

14. Number of sites using **Applied Biology/Chemistry**:

number of sites 0 number of courses per site 0

15. Number of instructors participating in indepth applied curricula inservice (designed to prepare them to teach the materials, not awareness) 15

16. Number of private sector representatives who are involved in Tech Prep 12

List specific types of private sector involvement and activities: **Curriculum, Equipment needs, Advisory, Field Trips, Guest Speakers**

17. Is **work based learning** currently available to students? X Yes ___ No

Via Co-op
Internships Available 92-93

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If yes, indicate the number of students involved in each type. (definitions attached)

45 Extended Campus	____Supervised Agricultural
____Corporate Campus	____Experience Placement
____Internship	____Apprenticeship
50 Cooperative Vocational Education	____Career Practicum

18. Has **Tech Prep student selection criteria** been identified? ___Yes __X No

If yes, please attach a list of criteria. 92-93

19. Have plans for remediation of students **not** meeting selection criteria been developed?

____Yes __X__No

If yes, please attach a brief description of the plan if possible.

APPENDIX

A. Meeting Agendas

B. Advisory Committee--Members, Contributions

C. Course Sequences--Model

D. Implementation Plan, Three Year Objectives

E. Professional Development Plan--Teachers

F. Professional Development Plan--Counselors

G. Three Year Equipment Plan

H. Awareness Plan

I. Evaluations--Mid Year and Final

J. Development Committee

K. Newsletters

L. Curriculum Changes (Projects)

M. Purpose Statement

N. Implementation Agreements by Site

REGIONAL SUPERINTENDENT OF SCHOOLS' OFFICE
Gallatin, Hardin, Pope and Saline Counties

Jack Rawlinson, Vocational Director
Dennis Smith, Assistant Director

APPENDIX A

MEMORANDUM

TO: B. BIRGE, J. TAYLOR, J. SIMMONS, J. WASHBURN, AND M. ANDERSON

FROM: JACK RAWLINSON

DATE: AUGUST 26, 1991

RE: SUMMARY OF TECH PREP PLANNING MEETING--AUGUST 23, 1991

A meeting was held at Shoney's Restaurant in Marion on August 23 to develop a strategy for implementing TECH PREP in southeastern Illinois. Present were: Jack Rawlinson, Dennis Smith, Jim Taylor, Dr. Washburn, and Dr. Anderson-Yates.

Decisions/Information:

-Rawlinson outlined activities to date including-

A. Formation of Executive Board

B. Formation of Development Committee

C. State Expectations for 91-92

D. Agreement with Jack Simmons to Coordinate Program

E. Grant Goals (end-of-year)

F. Coordination with Targeted Programs

-Washburn and Anderson-Yates outlined their involvement with TECH PREP projects in Peoria and John A. Logan College.

-Taylor presented an overview of his involvement with TECH PREP in Edwards, Wayne, Wabash, and White Counties.

-Rawlinson proposed that SIU, with Dr. Anderson-Yates coordinating, deliver a two hour program on October 11 to introduce concept to staff.

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TECH PREP

SOUTHEASTERN ILLINOIS TECHNICAL PREPARATION PROGRAM
DEVELOPMENT COMMITTEE
NOVEMBER 13, 1991

AGENDA

4:30	Welcome--Jack Rawlinson
4:35	Tech-Prep--What and How--Dr. Anderson-Yates
5:35	Project Overview--Robert Birge
6:00	Questions/Concerns
6:15	Schedule Next Meeting
6:20	Door Prizes--Jack Simmons
6:30	Dinner

TECH PREP

Development Committee
December 4, 1991
Smugglers Restaurant
Agenda

4:30 Development Committee

- Review November 13 meeting--Simmons
- Review mailings--Rawlinson
- Development Committee as change agents--Anderson-Yates
- Give charge--Birge
- Review committee choices (postcard)--Simmons

5:00 Program Committees (Simmons, Anderson-Yates, Smith as liasons)

- Select reporter
- Review each objective
- Decide which objective to attack first
- Review committee make-up; add additional:
  - Educators
  - Business/Industry/Labor
  - University
- Review products due in May
- Develop a schedule of meetings (December-May)
- Schedule next meeting (individual committees or combined?)
- List items needed prior to next meeting
  - Schedules, courses of study outlines, graduation requirements, etc.
- Select chairperson

6:00 Development Committee

- Committee reports--reporters
- Next meeting plans of each committee--Chairperson
- Schedule next Development Committee meeting--Simmons
- Complete Evaluation and Reimbursement forms--Simmons

6:30 Meal

TECH PREP

Development committee
January 9, 1992
Smugglers Restaurant

Agenda

4:30-4:45 Development Committee

- Welcome
- Charge

4:45-6:15 Program Committees

- Review previous committee reports
- Select first objective to consider
- Discussion
- Decisions
- Additional business and industry representatives
- Schedule next meeting
- Determine items to be gathered for next meeting

6:15-6:30 Reports

- Computer
- Secretary/Business Management
- PT/Electronics
- Next meeting plans--program, date, time, place

6:30 Meal

TECH PREP

DEVELOPMENT COMMITTEE
January 28, 1992
Smugglers Restaurant

Agenda

4:30-4:35 Development Committee
- Welcome
- Change
  - Next year implementation
  - Guidance workshops

4:35-6:15 Program Committees
- Review Previous Committee Report
- Discussion/Decisions
- Write Local Offerings (current)
- Discuss Model T/P Program (future)
- Schedule Next Meeting Date
- Determine Items Needed for Next Meeting

6:15-6:30 Reports
- Computer
- Secretary/Business Management
- PT/Electronics
- Next Meeting Plans--program, date, time

TECH PREP RETREAT
February 21-22, 1992
Holiday Inn, Evansville

AGENDA

Friday, February 21	5:30 p.m.	Dinner--Participants Only
	6:30 p.m.	Ricklin--Overview of Operational Program
	9:00 p.m.	Adjourn
Saturday, February 22	7:30 a.m.	Continential Breakfast--Participants and Family
	8:00 a.m.	Ricklin and Wilson--Models
	12:00 noon	Lunch--Participants Only
	1:00 p.m.	Discussion/Follow-up
	2:00 p.m.	Adjourn

TECH PREP

MEMORANDUM

TO: TECH PREP COMMITTEE

FROM: JACK RAWLINSON AND JACK SIMMONS

DATE: MARCH 25, 1992

RE: MEETING APRIL 2

This is a reminder of our next Development Committee meeting scheduled for April 2 at 4:30. As always we will be meeting at Smugglers.

One important change that you should note. As a result of your evaluations following the Evansville Retreat, we have scheduled three teachers--math, English, and science--who are using the prepared applied curriculums. They will each spend about 15 minutes explaining what they are doing followed with time for questions. This will be following the dinner.

The agenda looks like this:

4:30-6:15	Continue Development of Course of Study Guides Next year planning Applied activities Equipment needs Vision Statement Summer '92 Activities Business and Industry Involvement
6:15-6:30	Wrap-up
6:30-7:30	Dinner
7:30-8:30	Visitors--Applied Academics

See you Thursday!

TECH PREP

Developmental Committee
April 23, 1992

4:30	Call to Order Announcements Jim Henry
4:40	Separate Committee Sessions Courses or Study Guides Planned Changes (1992-93) Equipment Lists General Procedures (1992-93) Summer Activities
6:30	Reconvene Dinner
7:30	Business Industry Session
8:30	Dismissal

TECH PREP

Chairmen
Briefing for May 20

May 19, 1992

AGENDA

1. Score Sheet
   Copies
2. Business/Industry Summaries
3. Abstract 1992-93 Application
4. Dick Hofstrand--Staff Development
5. Summer Activities

TECH PREP

SOUTHEASTERN ILLINOIS TECHNICAL PREPARATION PROGRAM
Development Committee
May 20, 1992

AGENDA

4:30 Welcome, Overview--Simmons

4:45 Committees
- Finalize Course of Study Guides
- Review Project/Equipment Requests
- Discuss 92-93 Activities

6:30 Meal

7:15 92-93 Inservice Plan--Hofstrand

7:30 Wrap-up--Rawlinson
- 92-93 Grant Application (Changes)
- 92 Summer Activities

THANKS--ITS BEEN A GREAT YEAR!!!

APPENDIX B

TECH PREP
Business and Industry
Advisory Members for April 23 Meeting

Secretarial

Jan Behrend
Conger and Elliott

Joe Pearson
Arclar

Ed Smith
Martin and Bailey

Jim Kilkenny
McLane Midwest

Janet Mattingly Stevens
Kerr McGee

Computer

Les Jakowski
Kerr McGee

Darrell Snedecor
Regional Supt. of Schools Office

Rita Storment
Scot Lad Foods

Principles of Technology

Mitch McDowell
General Tire

Robert Conn
Kerr McGee

Don Shiever
Carmi Molded Rubber

Dennis Jacobs
Carmi Molded Rubber

Business - Industry Contributions

Dennis Jacobs, Personnel Manager
CARMI MOLDED RUBBER

A. Provide Curriculum Guidance
B. Field Trip Sites

Les Jakowski, Personnel Manager
KERR MCGEE

A. Provide Curriculum Guidance

Rita Storment, Director of Data Processing
SCOTLAD FOODS

A. Provide Curriculum Guidance
B. Speak to Students/Teachers
C. Field Trip Sites
D. Internship Site

Mitch McDowell, Senior Uniformity Engineer
GENERAL TIRE

A. Provide Curriculum Guidance
B. Speak to Students/Teachers
C. Field Trip Sites
D. Fund a Specific Project
E. Donate Equipment

Darrell Snedecor, Director
REGIONAL SUPERINTENDENT OF SCHOOLS

A. Provide Curriculum Guidance
B. Field Trip Sites

Robert Conn, Electrical Instrumentation Foreman
KERR MCGEE

A. Provide Curriculum Guidance
B. Speak to Students/Teachers
C. Possible Field Trip Sites
D. Possibly Donate Equipment

Janice Behrend, Secretary and Computer
CONGER AND ELLIOTT

A. Speak to Students/Teachers
B. Field Trip Sites
C. Internship Site

APPENDIX C

Carrier Mills High School

Suggested Tech Prep Course of Study For

Secretarial

SIC Community College

AAS Degree

Grade 9	Grade 10	Grade 11	Grade 12	Freshman	Sophomore
English	English	English	English		
Math					
Science	Science	Shorthand	Shorthand		
P.E.	P.E.	P.E.	P.E.		
	World History Geography	American History	Government		
General Business	Typing I	Typing II			
		Accounting	Accounting II		
		Word Processing	Word Processing		

Notes

Carrier Mills High School

Suggested Tech Prep Course of Study For

Secretarial

SIC Community College

AAS Degree

Secretarial Science

Grade 9	Grade 10	Grade 11	Grade 12
English	English	English	English
Math			
Science	Science		
P.E.	P.E.	P.E.	P.E.
	World History Geography	American History	Government
Typing I	Typing II	Word Processing	S.I.C.
General Business	Shorthand	Accounting I	Accounting II

Freshman	Sophomore
Rhetoric & Composition	Shorthand III or BUS elective
Intro to Psychology	Records Management
Intro to Business	Accounting I
Typing I/II	Word Processing
Calculating Machines	Typing III or Speciality Course
Shorthand I/II	Basic Applications
SECOND SEMESTER	SECOND SEMESTER
Rhetoric & Composition	Business Communications
Math	Secretarial Office Practice
Hygiene	Machine Transcription
Typewriting II/III	Office Management
Shorthand II/III	Speciality Course

Notes

Gallatin Co. High School

Suggested Tech Prep Course of Study For

Secretarial

SIC Community College

AAS Degree

Secretarial Science

Grade 9	Grade 10	Grade 11	Grade 12
English I	English II	English III	Applied Communications
Math	Math	Math	
Health/Constitu	Science	Science	
American History	World History		
General Busines	Drivers Ed.	Accounting	Accounting II
Keyboarding	Comp Appl/ Consumer Ed.	Typing II	Ex Sec
P.E.	P.E.	P.E.	P.E.

Freshman	Sophomore
Rhetoric & Composition	Shorthand III or BUS elective
Intro to Psychology	Records Management
Intro to Business	Accounting I
Typing I/II	Word Processing
Calculating Machines	Typing III or Speciality Course
Shorthand I/II SECOND SEMESTER	Basic Applications SECOND SEMESTER
Rhetoric & Composition	Business Communications
Math	Secretarial Office Practice
Hygiene	Machine Transcription
Typewriting II/III	Office Management
Shorthand II/III	Speciality Course

Notes

Carmi-White Co. High School

Suggested Tech Prep Course of Study For

Secretarial

SIC Community College

AAS Degree

Secretarial Science

Grade 9	Grade 10	Grade 11	Grade 12
English	English	Applied Communications	College Prep English
Algebra I	Algebra II	Applied Math	Computer
Geography	World History	American History	App. (2 HRS)
Biology	Chemistry	Applied Science	Consumer Ed. Computer Prog.
Keyboarding I	Dr. Ed./Health Computer Concepts	Office	Co-op
SH or Elective	Keyboarding II	Procedures (2 HRS)	(3 HRS)
P.E.	P.E.	P.E.	(3 HRS)
Lunch	Lunch	Lunch	Lunch

Freshman	Sophomore
Rhetoric & Composition	Shorthand III or BUS elective
Intro to Psychology	Records Management
Intro to Business	Accounting I
Typing I/II	Word Processing
Calculating Machines	Typing III or Speciality Course
Shorthand I/II SECOND SEMESTER	Basic Applications SECOND SEMESTER
Rhetoric & Composition	Business Communications
Math	Secretarial Office Practice
Hygiene	Machine Transcription
Typewriting II/III	Office Management
Shorthand II/III	Speciality Course

Notes

Pope County High School

Suggested Tech Prep Course of Study For

Secretarial

SIC Community College

AAS Degree

Secretarial Science

Grade 9	Grade 10	Grade 11	Grade 12
English I Basic English	English II English I	English III English II	Elt. English English II
Algebra I Pre Algebra General Math	Algebra II Algebra I Pre Algebra	Geometry Algebra II Algebra I	Advanced Math Elt. Math Bus. Math
Biology Science * Applied Sci.	Advanced Biology Biology Science	Chemistry Advanced Biology Biology	Physics Elective
P.E.	P.E./Health	P.E.	P.E.
Orientation to Business	Typing	Typing II Computer App.	Bus. Math Bus. Law Comp. App.
		Accounting I	Comp. Asst. *Accounting or Accounting I
Geography (Elective)	World History I World History II	U.S. History	Govt. Resource Mgt. Electives

Freshman	Sophomore
Rhetoric & Composition	Shorthand III or BUS elective
Intro to Psychology	Records Management
Intro to Business	Accounting I
Typing I/II	Word Processing
Calculating Machines	Typing III or Speciality Course
Shorthand I/II SECOND SEMESTER	Basic Applications SECOND SEMESTER
Rhetoric & Composition	Business Communications
Math	Secretarial Office Practice
Hygiene	Machine Transcription
Typewriting II/III	Office Management
Shorthand II/III	Speciality Course

Notes

* Under Consideration

* Under Consideration

Eldorado High School

Suggested Tech Prep Course of Study For

Secretarial

SIC Community College

AAS Degree

Secretarial Science

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	English II	English 12
Math I	Math II	Comp. Prog/ Elective	Pers.Law/Jr.Ach.
P.E.	Dr. Ed./P.E.	P.E.	P.E.
Health/ Geography	World History	U.S. History	Cons.Ed./Govt.
Science	Science	Elective	Cooperative Ed.
Keyboard/Format.	Comp. Conc/Adv. Comp. Conc.	Accounting	" "
Elective	Elective	Elective	" "

Freshman	Sophomore
Rhetoric & Composition	Shorthand III or BUS elective
Intro to Psychology	Records Management
Intro to Business	Accounting I
Typing I/II	Word Processing
Calculating Machines	Typing III or Speciality Course
Shorthand I/II SECOND SEMESTER	Basic Applications SECOND SEMESTER
Rhetoric & Composition	Business Communications
Math	Secretarial Office Practice
Hygiene	Machine Transcription
Typewriting II/III	Office Management
Shorthand II/III	Speciality Course

Notes

NCOE High School

Suggested Tech Prep Course of Study For

Secretarial

SIC Community College

AAS Degree

Secretarial Science

Grade 9	Grade 10	Grade 11	Grade 12
English I	English II	English III	Applied English
Pre Algebra/ Math	Pre Algebra/ Algebra	Algebra I/ Algebra II	Accounting
World History	Consumer Ed.	U.S. History	Government
Introduction to Business	Typing I	Secretarial Science	Elective
P.E./Health	P.E./Drivers Ed.	P.E./Health	P.E.
Science	Biology	Computer Applications	Interrelated Occupations

Freshman	Sophomore
Rhetoric & Composition	Shorthand III or BUS elective
Intro to Psychology	Records Management
Intro to Business	Accounting I
Typing I/II	Word Processing
Calculating Machines	Typing III or Speciality Course
Shorthand I/II	Basic Applications
SECOND SEMESTER	SECOND SEMESTER
Rhetoric & Composition	Business Communications
Math	Secretarial Office Practice
Hygiene	Machine Transcription
Typewriting II/III	Office Management
Shorthand II/III	Speciality Course

Notes

Harrisburg High School

Suggested Tech Prep Course of Study For

Secretarial

SIC Community College

AAS Degree

Secretarial Science

Grade 9	Grade 10	Grade 11	Grade 12
English	English	English	English Communications
Math	Math	Math	Govt./ Social Studies
Science	Science	P.E.	P.E.
P.E.	Drivers.Ed/ Health	U.S. History	Administrative Assistant
Speech	Keyboarding/ Key. App I	Key. App. II/ Office Machines (separate courses)	AA
Orientation to Business	Computer Operations	Computer Businesss Applications	Accounting

Freshman	Sophomore
Rhetoric & Composition	Shorthand III or BUS elective
Intro to Psychology	Records Management
Intro to Business	Accounting I
Typing I/II	Word Processing
Calculating Machines	Typing III or Speciality Course
Shorthand I/II SECOND SEMESTER	Basic Applications SECOND SEMESTER
Rhetoric & Composition	Business Communications
Math	Secretarial Office Practice
Hygiene	Machine Transcription
Typewriting II/III	Office Management
Shorthand II/III	Speciality Course

Notes

English classes (and perhaps those in other areas) will pilot CORD materials and consider placement in standard English course of study.

Carrier Mills High School

Suggested Tech Prep Course of Study For

Computer Programming

SIC Community College

AAS Degree

Electronic Data Processing

Grade 9	Grade 10	Grade 11	Grade 12	Freshman	Sophomore
English I	English II	English III	English IV	Basic Program Writing & Develop	Database Mgt. Systems
9 wks Applications & Keyboarding & Health Computer Lit.	Computer Languages	Adv.Lang.(Pascal) or Computer Language	SIC or Adv.Lang.(Pascal)	Basic Applications	COBOL II
Algebra I or Pre Algebra	Geometry or Algebra I	Algebra II or Geometry	Advanced Math or Algebra II	Principles of Accounting	Rhetoric & Composition II
World History 1/2 Geography 1/2	Foreign Language	American History	Government	Intermediate Algebra	Elective
Science	Science	Elective	Elective	Rhetoric & Composition I	Elective
P.E.	P.E.	P.E.	P.E.	SECOND SEMESTER	SECOND SEMESTER
Typing I Elective	Food/clothing Elective	Accounting Elective	Applied Communications Elective	PASCAL I	RPG Programming
Elective	Elective	Elective	Elective	COBOL I	Operating Systems
				Area C	Assembly Language
				Intro Psychology	COBOL III
				Elective	PASCAL II

Notes

Gallatin Co. High School

Suggested Tech Prep Course of Study For

Computer Programming

SIC Community College

AAS Degree

Electronic Data Processing

Grade 9	Grade 10	Grade 11	Grade 12
English IA (Applied Communication Units	English IIA	English IIIA In Each)	English IVA or Communications or Apple Communications
Algebra I or Algebra II	Algebra II or Geometry	Math IV with app. Math or Algebra II	Math V with app. Math or Math IV w/app.Math
Biology I	Chemistry I	Physics	Science Elective
World History or Geography	Health/ Government	Computer Prog. Basics	PASCAL/ COBOL
Keyboarding/ Comp.App.	Accounting I or Elective	American History	Consumer Ed./ Comp. App. 2
P.E.	P.E.	P.E.	P.E.

Freshman	Sophomore
Basic Program Writing & Develop	Database Mgt. Systems
Basic Applications	COBOL II
Principles of Accounting	Rhetoric & Composition II
Intermediate Algebra	Elective
Rhetoric & Composition I	Elective
SECOND SEMESTER	SECOND SEMESTER
PASCAL I	RPG Programming
COBOL I	Operating Systems
Area C	Assembly Language
Intro Psychology	COBOL III
Elective	PASCAL II

Notes

N.C.O.E. High School

Suggested Tech Prep Course of Study For

Computer Programming

SIC Community College

AAS Degree

Electronic Data Processing

Grade 9	Grade 10	Grade 11	Grade 12
Applied Communication	English II	Speech/ Creative Writing	English IV
Algebra I	Algebra II	Applied Mathematics	Pre-Calculus
Biology	Advanced Biology	Chemistry	Principles of Technology
World History	*	U.S. History	Psychology/ Sociology
Typing	Computer Concepts & Software Appl. I & II	Basic Program Writing	PASCAL
P.E./Health	P.E./Dr. Ed.	P.E.	P.E. or P.E. Exemption
*	Introduction to Business	Elective	Accounting

Freshman	Sophomore
Basic Program Writing & Develop	Database Mgt. Systems
Basic Applications	COBOL II
Principles of Accounting	Rhetoric & Composition II
Intermediate Algebra	Elective
Rhetoric & Composition I	Elective
SECOND SEMESTER	SECOND SEMESTER
PASCAL I	RPG Programming
COBOL I	Operating Systems
Area C	Assembly Language
Intro Psychology	COBOL III
Elective	PASCAL II

Notes

Harrisburg High School

Suggested Tech Prep Course of Study For

Computer Programming

SIC Community College

AAS Degree

Electronic Data Processing

Grade 9	Grade 10	Grade 11	Grade 12
English	English	English	Applied Communications
Math	Math	Tech Prep Math	Govt. / Social Studies
Fundamental Science	Biological Science	P.E.	Tech Prep Physics
P.E.	Drivers Ed. / Health	U.S. History	PASCAL / Comp. Math
Keyboarding/ Comp. Operations	Basic Prog I	Consumer Education	EDP: Fall 118 119 / Spring 137 232
Civilizations	Elective	Tech Prep Chemistry	
Study Hall	Study Hall	Elective/ Study Hall	P.E.

Freshman	Sophomore
Basic Program Writing & Develop	Database Mgt. Systems
Basic Applications	COBOL II
Principles of Accounting	Rhetoric & Composition II
Intermediate Algebra	Elective
Rhetoric & Composition I	Elective
SECOND SEMESTER	SECOND SEMESTER
PASCAL I	RPG Programming
COBOL I	Operating Systems
Area C	Assembly Language
Intro Psychology	COBOL III
Elective	PASCAL II

Notes

Hardin County High School

Suggested Tech Prep Course of Study For

Computer Programming

SIC Community College

AAS Degree

Electronic Data Processing

Grade 9	Grade 10	Grade 11	Grade 12
English I	English II	English III	English IV
P.E.	P.E.	P.E.	P.E.
Math Algebra I or II	Math Algebra II or Geometry	Applied Math & Problem Solving	Elective
Science	Applied Biology	Applied Chemistry	Applied Physics
History	Dr.Ed./Health	Elective	Elective
General Business	Typing	Word Processing	Elective
Elective	Elective	Comp Programming II or 12	
Elective		Electronics I	Electronics II

Freshman	Sophomore
Basic Program Writing & Develop	Database Mgt. Systems
Basic Applications	COBOL II
Principles of Accounting	Rhetoric & Composition II
Intermediate Algebra	Elective
Rhetoric & Composition I	Elective
SECOND SEMESTER	SECOND SEMESTER
PASCAL I	RPG Programming
COBOL I	Operating Systems
Area C	Assembly Language
Intro Psychology	COBOL III
Elective	PASCAL II

Notes

Eldorado High School

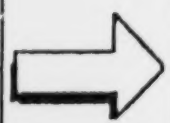
Current Tech Prep Course of Study For

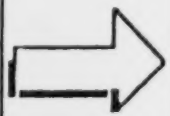
Principles of Technology

SIC Community College

AAS Degree

Grade 9	Grade 10	Grade 11	Grade 12
English	English	English	Tech. Writ. English
Geography	World History	American History	American Govt.
Algebra I	Algebra II		
P.E.	P.E.	P.E.	P.E.
	Health/Dr. Ed.		Consumer Ed.
Physical Science	Biology		





Freshman	Sophomore

Notes

Eldorado High School

Suggested Tech Prep Course of Study For

Principles of Technology

SIC Community College

AAS Degree

Grade 9	Grade 10	Grade 11	Grade 12	Freshman	Sophomore
English	English	English	Tech. Writ. English	Eng 121	Eng 211
Geography	World History	American History	American Govt.	Math 135	Psyc 131
Algebra I	Algebra II			Elt 115	Edp 118
P.E.	P.E.	P.E.	P.E.	Phys 121	Elt 117
	Health/Dr.Ed.		Consumer Ed.	Elt 113	Elt 131
Physical Science	Biology			Elt 114	Elt 131
				Elt 116	Elt 133
				Elt 110 Elt 112	Elt 153 Elt 135

Notes

Elt 110 & Elt 112 are waived for PT stud

Harrisburg High School

Suggested Tech Prep Course of Study For

Principles of Technology/Electronics

SIC Community College

AAS Degree

Grade 9	Grade 10	Grade 11	Grade 12	Freshman	Sophomore
English I	English II	English III	Technical Writing	Eng 121 Eng 211	Elt 114 Elt 117
P.E.	Health/Dr.Ed.	P.E.	P.E.	Math 151 Math 155	Phys 121 Phys 131
Science	Science Biology	Science Chemistry	Science Physics	Elt 110 Bus 271	Elt 115 Elt 116
Math Algebra Pre Algebra	Math Geometry	Math Algebra II	Math Elective	Elt 112 Elt 113	Elt 131 Elt 132
Elective	Speech	U.S. History	Government Social Studies	Elective	Elt 133
Elective	Typing I	Computer Operations	Elective		
Industrial Orientation	Elective	CAD Drafting	Elective		

Notes

Gallatin County High School

Suggested Tech Prep Course of Study For

Principles of Technology

SIC Community College

AAS Degree

Grade 9	Grade 10	Grade 11	Grade 12
English	English	English	English
Social Studies	Drivers Ed.	P.E.	P.E.
Algebra I	Constit. & Health	American History	History
Orientation to Voc. Ed.	Algebra II	Geometry	Consumer Ed.
Typing/Computer	Biology	Chemistry	Proposed Prin. of Technology
Physical Science	P.E.	Elective	" "
Elective	Elective	Elective	Elective

Freshman	Sophomore
Eng 121	Eng 211
Math 155	Psyc 131
Elt 110	Edp 118
Elt 112	Elt 117
Elt 115	Elt 131
Phys 121 Elt 113	Elt 132
Elt 114	Elt 133
Elt 116	Elt 153 Elt 155

Notes

Electives:
CAD
Physics
Drafting
Ag Mechanics
Study Hall
Foreign Language

Hardin County High School

Suggested Tech Prep Course of Study For

Electronics

SIC Community College

AAS Degree

Electronics

Grade 9	Grade 10	Grade 11	Grade 12	Freshman	Sophomore
English I	English II	English III	Tech. Report Writ. or English IV	Eng 121	Eng 211
P.E.	P.E.	P.E.	P.E.	Math 155	Phys 131
Social Studies	Health/Dr.Ed.	American History	(Social Studies for AA) Elective	Elt 110	Edp 118
Physical Science General Science	Biology Life Science	Chemistry Biology Life Science	Physics* Chemistry II Biology II	Elt 112	Elt 117
Pre Algebra Algebra I	Algebra I Geometry Algebra II	Geometry Algebra II Applied Math	*Advanced Math *Calculus	Elt 115	Elt 131
Elective	Electronics I	Electronics II	Principles of Technology	Phys 121	Elt 132
Elective	*Typing I	*Computer Applications	Principles of Technology	Elt 113	Elt 133
Elective			*Elective	Elt 114 Elt 116	Elt 153 Elt 155

Notes Electives:
Geography
History
Orientation to Business
Industrial Arts
Agriculture
Art
Music
Foreign Language

* Recommended Elective

Elt 110 & Elt 112 are waived for PT st

APPENDIX D

Southeastern Illinois Tech Prep Program

Three Year Plan of Implementation

FY 93

1. Implement elements of a sequenced, articulated 2+2 Principles of Technology/Electronic, computer programming and secretarial science program for 100 students at seven high schools.

2. Develop a sequenced, articulated 2+2 Forestry program for five high schools in the region.

3. Implement staff development plan for all educators in the region.

4. Implement a regional equipment needs assessment for Tech Prep.

5. Implement an awareness plan in all nine school districts served.

6. Access business and industry sites in placing ten high school students, twenty-five vocational/technical teachers and ten academic teachers in internships.

7. Determine entrance and exit requirements for students in each 2+2 program.

FY 94

1. Expand activities, units and courses of a sequenced, articulated Principles of Technology/Electronics, computer programming and secretarial science program to serve 150 students at nine high schools and 50 students at SIC.

2. Implement a sequenced, articulated 2+2 forestry program at five high schools serving thirty students.

3. Develop a sequenced, articulated 2+2 nursing program for five high schools.

4. Expand 2+2 computer programming sequences to included SIU-C in a 2+2+2 program.

5. Continue and refine staff development activities.

6. Revise and expand regional equipment needs assessment plan.

7. Expand and refine awareness plan.

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8. Place twenty high school students, twenty-five vocational/technical teachers and ten academic teachers in business/industry internships.

9. Using business/industry impact, develop competency lists for each Tech Prep program in both technical and basic academic skills areas.

FY 95

1. Expand activities, units, and courses of Principles of Technology/Electronics, secretarial science, computer programming, and forestry program to serve 200 students at nine high schools and 75 students at SIC.

2. Implement a sequenced, articulated 2+2 nursing program at five high schools serving thirty students.

3. Develop a sequenced, articulated 2+2 auto technology program for three high schools.

4. Continue and refine staff development activities.

5. Revise and expand regional equipment needs assessment plan.

6. Revise, refine, and expand regional awareness plan.

7. Place thirty high school students, twenty-five vocational technical teachers, ten academic teachers, and three guidance counselors in business/industry internships.

8. Using business/industry input, refine and expand competency lists for each Tech Prep program in both technical and basic academic skills.

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INSERVICE STAFF DEVELOPMENT PLAN for TECH PREP: Technical Preparation Associate Degree

APPENDIX E

CONTENTS

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Objectives/Activities/Competence of career and guidance counselors	8

TARGET AUDIENCES

The target audiences of this plan are the following:

1. All public educators within the SIVS-EWWW-SIC area including all academic and vocational teachers at the secondary level, academic and vocational instructors at the post-secondary level, and all education administrators including superintendents, president, deans, principals, department chairs, curriculum directors, etc. at the high school and SIC levels.

2. Tech Prep instructional staff including vocational and academic teachers at area high school and vocational and academic instructors at SIC who are/will be teaching Tech Prep courses.

3. Career and guidance counselors including career and guidance counselors at the high school and SIC levels.

INTRODUCTION

The purpose of the inservice staff development plan is to inaugurate and establish a series of instructional programs which will culminate in a Technical Preparation Associates Degree (Tech Prep). The Tech Prep project is operated jointly by the Southeastern Illinois Vocational System (SIVS), the Edwards-Wabash-Wayne-White Regional Delivery System (EWWW), and Southeastern Illinois College (SIC).

During the 1991-1992 school year, three Tech Prep instructional programs were begun in the areas of (1) Secretarial science, (2) Computer science, and (3) Principles of Technology/Electronics. The goal of this inservice staff development plan is to develop within the target audiences, competence to horizontally integrate academic and vocational curriculums; to vertically articulate across grades 11 through 14, the scope and sequence of instruction; and to demonstrate the application of the subject matter being taught.

The plan was developed using input from teachers, instructors, guidance counselors, educational administrators, and other professional educators serving SIVS, EWWW, and SIC.

INSERVICE STAFF DEVELOPMENT PLAN for TECH PREP: Technical Preparation Associate Degree

TARGET AUDIENCE 1: All public educators

OBJECTIVES (why):	STAFF DEVELOPMENT ACTIVITIES (what - where - when - how):	COMPETENCE TO BE ACQUIRED (knowledge, skill, attitude):
1.1 To create a positive image within the minds of all educators and to foster educators' support for Tech Prep.	1.1.1 Continue to prepare and disseminate the SIVS-SIC-EWWW TECH-PREP newsletter piece which highlights: > Overviews of the three Tech Prep instructional programs. > Success stories of people who work in technical occupations. > Salary and employability benefits of completing a Tech Prep instructional program. > Local employment opportunities through Tech Prep education and training. > Information regarding how Tech Prep courses meet both high school graduation and college entrance requirements. > Information as to how Tech Prep courses also contribute to non-technical occupations.	1.1.1.1 Awareness, basic knowledge and positive attitude toward the existence and benefits of Tech Prep to students, schools, employers, and the community.

> Information regarding the various points at which a student may exit a Tech Prep program and the concomitant occupational competence achieved at that point.

1.1.2 Present information re: Tech Prep at Institute Days and other large group meetings.

1.1.3 Encourage participation in the Vocational Instructor Program (VIP).

1.1.3.1 Updated knowledge and skills regarding extant and future occupational tasks.

1.1.4 Encourage participation in the ACADEMIC VIP program.

1.1.4.1 An awareness of area employment opportunities and employers' educational wants/needs

INSERVICE STAFF DEVELOPMENT PLAN for TECH PREP: Technical Preparation Associate Degree

TARGET AUDIENCE 2: Tech Prep instructional staff

OBJECTIVES (why):	STAFF DEVELOPMENT ACTIVITIES (what - where - when - how):	COMPETENCE TO BE ACQUIRED (knowledge, skill, attitude):
2.1 To maintain an awareness and positive attitude toward Tech Prep.	2.1.1 Disseminate copies of the TECH-PREP newsletter.	2.1.1.1 Positive attitude toward Tech Prep.
2.2 To integrate curriculum for Tech Prep programs, and to enhance the application of curricular content of all courses.	2.2.1 Schedule and hold inservice training sessions which provide hands-on instruction and practice on integration of academic and vocational curriculums.	2.2.1-4 Knowledge and skill in integrating the curricular content between and among academic and vocational courses.
	2.2.2 Encourage teachers to use the Harvard Five Minutes technique. This is where a teacher takes the last 5 minutes of each class meeting to briefly answer the following three questions: A. What have we covered today? B. How does this relate to (integrate with) other courses? C. Why is this important to our lives and our world?	
	2.2.3 Encourage two or more courses to contribute to a shared theme. For example, concomitantly apply the instruction in geometry, home economics, journalism, and	

	biology to the theme of human survival in outer space.	
	2.2.4 Help students in Cooperative Vocational Education to learn higher order thinking skills by generalizing the generic technical competencies from seemingly meaningless or routine job duties and tasks.	
2.3 To articulate curriculum scope and sequence across grades 11 through 14.	2.3.1 Provide inservice training sessions on team building and team working.	2.3.1.1 A positive attitude toward communication, cooperation and collaboration as a team effort.
	2.3.2 Schedule and conduct initial meetings of each team. Subsequent meetings can be scheduled and conducted by each team.	2.3.2.1 Skills in working together as a team and fostering team efforts and outcomes.
	2.3.3 Provide teams with technical assistance to provide reinforcement and improvement of team working.	
	2.3.4 Provide teams with consultive assistance on implementing and teaching Tech Prep programs and courses.	

2.3.5 Encourage teachers to teach team working through Cooperative Learning by providing inservice staff development.	2.3.5.1 Knowledge and skills in teaching others to work as teams.
2.3.6 Provide individualized and/or small group consultive assistance for teachers and instructors as they implement and teach Tech Prep courses.	2.3.6.1 Curricular knowledge and instructional skills to teach Tech Prep courses.
2.4.1 Encourage and support attendance at regional, state, and national Tech Prep conferences and meetings.	

FY 93 STAFF DEVELOPMENT PLAN--INSTRUCTORS

*Weekend Retreat--September
  Develop a Plan of Work for year
*Fall Institute--October
  Joint Secondary and Community College Inservice
*Half Day Inservice--January
*Half Day Inservice--February
*Development Committee Meetings
  December
  March
  May
*Site Committee Meetings
  Monthly September-May
*Principal Inservice--Bi-Monthly
*Superintendent Inservice--Monthly
*Newsletters--Monthly
*Regional Superintendent Communique--Monthly
*Relevant State, Regional and National Conferences
  as selected
*Resource Materials--videos, books, etc.
*Tours of Business and Industry
*Summer VIP in Business and Industry for
  both vocational and academic staff.

INSERVICE STAFF DEVELOPMENT PLAN for TECH PREP: Technical Preparation Associate Degree

TARGET AUDIENCE 3: Career and guidance counselors

OBJECTIVES (why):	STAFF DEVELOPMENT ACTIVITIES (what - where - when - how):	COMPETENCE TO BE ACQUIRED (knowledge, skill, attitude):
3.1 To maintain a positive attitude by guidance counselors regarding Tech Prep.	3.1.1 Continue to schedule and hold monthly meetings of high school and SIC counselors for the purposes of: > Updates re: Tech Prep progress > Networking re: common problems and solutions > Increased vertical articulation of high school-to-SIC matriculation.	3.1.1.1 Awareness and basic knowledge of Tech Prep. 3.1.1.2 Positive attitude toward the concept of Tech Prep. 3.1.1.3 Knowledge regarding the potential benefits of Tech Prep to prospective students.
	3.1.2 Distribute copies of the TECH-PREP newsletter.	3.1.2.1 Knowledge regarding progress regarding Tech Prep.
3.2 To improve career advising and counseling, especially as it pertains to Tech Prep.	3.2.2 Encourage and support attendance and participation at regional, state or national Tech Prep meetings.	3.2.2.1 Knowledge and skill regarding how Tech Prep is being implemented elsewhere.
	3.2.3 Schedule counselor field trip(s) to tour area businesses and industries.	3.2.3.1 Awareness and increased knowledge re: employment potential and entrance requirements.

APPENDIX F

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RR #1, State Rt. 13
Junction, IL 62954

Joe Hocevar
Counselor
Eldorado High School
Eldorado, IL 62930

Ralph Walker
Counselor
Galatia High School
Galatia, IL 62935

Annie Howard
Counselor
Pope County High School
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Golconda, IL 62938

David Wiman
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Elizabethtown, IL 62931

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Carrier Mills, IL 62917

Tom Gholson
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APPENDIX G

THREE YEAR EQUIPMENT ACQUISITION PLAN

	1992-93	1993-94	1994-95
HARRISBURG			
25 STATION COMPUTER LAB	$30,000.00	$30,000.00	$7,500.00
CARMI			
8 STATION SECRETARIAL LAB	$15,000.00	$15,000.00	
NORRIS CITY			
6 COMPUTERS	$7,500.00	$2,500.00	
HARDIN COUNTY			
1 COMPUTER	$4,000.00		
POPE COUNTY			
15 STATION COMPUTER LAB	$10,000.00	$10,000.00	$8,000.00
SOUTHEASTERN ILLINOIS COLLEGE			
3 COMPUTERS	$4,000.00	$4,000.00	
GALLATIN COUNTY			
20 STATION COMPUTER LAB	$12,000.00	$8,000.00	$4,000.00
ELDORADO			
10 STATION COMPUTER LAB	$8,000.00	$18,000.00	$14,000.00
CARRIER MILLS			
16 STATION COMPUTER LAB	$20,000.00	$15,000.00	$10,000.00
	$110,500.00	$102,500.00 1	$43,500.00 2

100% = 30,0000
50% = 40,250
LOCAL= 40,250

NOTES:
1 PLUS FORESTRY
2 PLUS FORESTRY AND HEALTH OCCUPATIONS

STUDENT ATTRACTION PLAN for TECH PREP: Technical Preparation Associate Degree

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APPENDIX H

TARGET AUDIENCES

The target audiences of this plan include:

1. Prospective students of Tech Prep instructional programs

2. Professional educators including teachers/instructors, guidance and career counselors, and administrators at the high school and community college levels

3. The community-at-large including parents, employers, school board members, senior citizens, tax payers, and the general public

STUDENT ATTRACTION PLAN for TECH PREP: Technical Preparation Associate Degree

INTRODUCTION

The following is a plan for attracting students into the various instructional programs that lead to Technical Preparation Associate Degree (Tech Prep). The Tech Prep project is operated jointly by Southeastern Illinois Vocational System (SIVS), the Edwards-Wabash-Wayne-White Regional Delivery System (EWWW), and Southeastern Illinois College (SIC). The goal of the plan is to provide all students with access to Tech Prep instructional programs. The plan was developed using input from guidance counselors and other professional educators serving SIVS, EWWW, and SIC. Input was generated having four meetings: February 4, March 5, April 7, and May 4, 1992 in Harrisburg, Illinois. The following people contributed to this plan:

Jack Blackburn, Counselor
Harrisburg High School

Shirley Buche, Program Asst.
Southeastern Illinois College

Ben Cullers, Dean-Student Affairs
Southeastern Illinois College

Marilyn Ellis, Counselor
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Joe Hocevar, Counselor
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Jack Rawlinson, Director
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Jack D. Simmons, Special Service Consultant
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Norma Slaton, ABE/GED Coordinator
Southeastern Illinois College

Ralph Walker, Counselor
Galatia High School

David Wiman, Counselor
Hardin County High School

STUDENT ATTRACTION PLAN for TECH PREP: Technical Preparation Associate Degree

TARGET AUDIENCE: 1. Prospective students of Tech Prep instructional programs

OBJECTIVES (why) and OUTCOMES (evidence):	STUDENT ATTRACTION ACTIVITIES (what):	IMPLEMENTATION (how - who - where - when):
1.1 Awareness of and a positive attitude toward Tech Prep by prospective students. Evidence: Random positive comments by prospective students regarding Tech Prep to counselors, teachers, instructors, and administrators.	1.1.1 "Sell" Tech Prep by fostering instruction and courses which are practical, "hands on," and that explain why it is important to know and retain the course content.	1.1.1.1 During the school year, all teachers and instructors will adapt courses to show and explain the application of course content.
	1.1.2 Develop and disseminate brochure(s) and other materials which would advertise Tech Prep in simple, direct, graphic, and eye-catching ways. and/or	1.1.2.1 By January, 1993, each high school will, in concert with SIC, prepare and distribute copies.
	1.1.3 Disseminate the Tech Prep brochure(s) developed by the ISBE's Department of Adult, Vocational and Technical Education.	1.1.3.1 During the school year, the Tech Prep project staff will continue to procure and disseminate brochures.
	1.1.4 Prepare charts which display the "2+2" course sequences for the following Tech Prep instructional programs: > Secretarial science > Computer science > POT/Electronics > Forestry science	1.1.4.1 During the school year, the Tech Prep project staff will develop and disseminate materials for each program.

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1.1.5 Produce student handouts which depict the parallel college entrance course sequences for the traditional college-prep student and the Tech Prep student.	1.1.5.1 During the school year, the Tech Prep project staff will develop and disseminate student handouts
1.1.6 Make Tech Prep "success oriented" by designing and altering Tech Prep courses to have criteria for success that are different than the traditional. An example is the use of portfolios to assess student progress rather than traditional, timed pencil-and-paper tests.	1.1.6.1 During the school year, each teacher and instructor will participate in inservice staff development which addressed alternative ways of assessing student progress. 1.1.6.2 Following inservice staff development, each teacher and instructor will adapt/adopt one or more additional means of assessing student progress.
1.1.7 Give Tech Prep projects school-wide visibility by demonstrating results in the school, e.g.: > demonstrate a hovercraft made from a lawn mower > have agriculture students make presentations to junior high classes and to the elementary grades > have community college students present course projects and products to high school classes. > personalized books for children using word processing.	1.1.7.1 During the school year, each high school will, in concert with SIC, encourage and provide visibility of Tech Prep projects/outcomes.

	1.1.8 Show that successfully completing a Tech Prep program will result in a desirable life style such as having financial security, discretionary dollars to spend on hobbies, and acceptance into desired social circles.	1.1.8.1 During the Fall Semester, 1992, SIC's Public Information Office will provide high schools with brief write ups which describe the life styles of successful SIC program-completers.
	1.1.9 Play to lower grades, videotaped interviews with Tech Prep students who have completed occupational internships.	1.1.9.1 During the 1993-94 school year, the Tech Prep Project will videotape Tech Prep students who have successfully completed occupational internships.
1.2 Individualized career goals and plans for occupational preparation. Evidence: By grade 9, every student will have a tentative career goal and beginning occupational education plan.	1.2.1 Intensify efforts to teach students occupational and life goal setting and planning.	1.2.1.1 During the school year, career counselors in each high school and SIC will enlist the cooperation of teachers and instructors to participate in the continuous career development process.
	1.2.2 Do aggressive career counseling to cause each student to set goals and lay plans regarding his/her occupational future.	1.2.2.1 During the school year, each junior high, high school, and SIC will repeat the traditional sequential career development process consisting of: A. Career Orientation B. Career Exploration C. Occupational Preparation

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	1.2.3 Encourage students to use existing resources to determine the employment possibilities and probabilities from various Tech Prep programs. Examples of resources include: > CAREER CONNECTIONS > OCCUPATIONAL OUTLOOK HANDBOOK > WORKING from the Metropolitan Life Ins. Co.	1.2.3.1 During the school year, career counselors, teachers, and instructors will continue to encourage the use of such materials by students.
	1.2.4 Focus on the job(s), local and out of the area, which can be landed having completed a Tech Prep program, e.g., "What you can do with a Tech Prep Associate Degree."	1.2.4.1 During the Fall Semester, 1992, SIC's Public Information Office, in cooperation with appropriate SIC department heads, will disseminate such information.
1.3 Increased self-awareness and improved self-esteem of students. Evidence: Counselor's observations of increased tendency of individual students to take responsibility for self.	1.3.1 Foster ways in which Tech Prep can develop and reinforce student's self esteem.	1.3.1.1 During the school year, every educator will watch for, support, and reinforce student's progress in Tech Prep courses and activities.
	1.3.2 Have successful Tech Prep graduates serve as positive role models for children and youth by making presentations at the elementary, secondary, and community college levels.	1.3.2.1 During the Fall Semester, 1992, SIC's Public Information Office will identify and nominate such graduates. 1.3.2.2 During the school year, each teacher and instructor will invite one successful graduate to talk with students in his/her course/program.

1.4 A majority of the "middle half" (between the 25th percentile and the 75th percentile in class rank) will be enrolled in Tech Prep instructional programs. Evidence: Student enrollment data.	1.4.1 Encourage department heads at SIC to periodically explain to students in lower grades, the job placement and pay of recent graduates from their respective departments.	1.4.1.1 During the school year, appropriate SIC department heads will compile such information and present same.
	1.4.2 Encourage SIC to capture and report data on occupational opportunities and job placements for Tech Prep graduates.	1.4.2.1 During the school year, improve the quantity and quality of data collected, and disseminate findings of the study to area high school counselors.
	1.4.3 Invite spokesperson(s) from area employment agencies and the Illinois Department of Employment Security to meet with groups of students to discuss employment opportunities and career preparation.	1.4.3.1 During the school year, each teacher and instructor will continue to arrange for guest speakers.
	1.4.4 Teach "micro-courses" to prospective students. A micro-course would be a snippet of a Tech Prep course. Such micro-courses would be short, topic-specific, applied sessions ranging from 10 minutes to one hour in length. These could be presented on live or on video tape. Topics might include: > how to shake hands in a job interview > employee's legal right-to-know	1.4.4.1 During Spring Semester, 1993, each teacher and instructor teaching a Tech Prep course will present "micro-course" to a group of prospective students in a lower grade level.

> the application of lasers in medicine	
1.4.5 Highlight model businesses operating within Tech Prep programs.	1.4.5.1 During each semester SIC will highlight one or more of the model businesses operating at the institution
1.4.6.1 Continue to explore the possibility of provide high schools students with dual credit from SIC.	1.4.6.1 During the school year, SIC will continue to provide college courses at area high schools which high school students can take for college credit.

STUDENT ATTRACTION PLAN for TECH PREP: Technical Preparation Associate Degree

TARGET AUDIENCE: 2. Professional educators including teachers/instructors, guidance career counselors, and administrators at the secondary and community college level

OBJECTIVES (why) and OUTCOMES (evidence):	STUDENT ATTRACTION ACTIVITIES (what):	IMPLEMENTATION (how - who - where - when):
2.1 Awareness of and a positive attitude toward Tech Prep by the target audience. Evidence: Random positive comments by the target audience regarding Tech Prep to Tech Prep representatives.	2.1.1 Do "quiet" change, i.e., make incremental changes in policies and procedures which are aimed at improving the quality and expanding the scope of educational opportunities for youth and adults.	2.1.1.1 During the contract year, the Tech Prep project staff will continue to provide the impetus for continuous positive change.
	2.1.2 Explain the benefits of Tech Prep to all educators through institute days.	2.1.2.1 During the Institute Day on October 8, 1992, Tech Prep project staff will arrange for and/or provide information and description of Tech Prep.
	2.1.3 Hold joint high school-community college "institute days."	2.1.3.1 During the Fall Semester, 1992, the Tech Prep project staff will facilitate joint institute day.
	2.1.4 Capitalize on the aspect that Tech Prep is a valid track to college.	2.1.4.1 Incorporate into Activity 1.1.2
	2.1.5 Convince educational administrators that Tech Prep programs are in the best interests of students' goals and society's long range needs.	2.1.5.1 During monthly administrators' meeting provide information and description regarding progress of Tech Prep effort

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2.1.6 Promote Tech Prep as being: > of improved quality > conducive to increasing enrollments > of low or no additional cost (this is especially opportune due to extant budget cuts) > needed by employers and the community	2.1.6.1 Incorporate into Activity 1.1.3
2.1.7 Where curriculum structure and sequencing will allow, make semester courses autonomous so that students can be scheduled into a 2nd semester course without first having successfully completed a 1st semester course.	2.1.7.1 During the Fall Semester 1992, the administrators and teachers of each high school will accomplish increased flexibility in course offerings and schedules.
2.1.8 Provide academic teachers with Vocational Instructor Practicums (VIPs) where such teachers can learn the applications of various academic course work through direct experience in the larger world-of-work.	2.1.8.1 Continue to recruit academic teachers for the VIP program during Summer 1993.
2.1.9 Develop professional competence in career counselors regarding attracting students into Tech Prep instructional programs.	2.1.9.1 During the school year, the Tech Prep project staff will continue to schedule and hold monthly meetings of high school and SIC counselors for the purpose of: > Updates re: Tech Prep progress

> Networking re: common problems and solutions
> Increased vertical articulation of high school-to-SIC matriculation.

2.1.9.2 During the school year, the employing institution as well as the Tech Prep project will encourage and sponsor participation in professional meetings and conferences, e.g., Mt. Vernon Conference.

2.2 Horizontal integration of curriculums within and among academic and vocational courses.

Evidence: Existence of integrated courses.

2.2.1 Encourage teachers to use the Harvard Five Minutes technique. This is where a teacher takes the last 5 minutes of each class meeting to briefly answer the following three questions:
A. What have we covered today?
B. How does this relate to (integrate with) other courses?
C. Why is this important to our lives and our world?

2.2.2 Encourage two or more courses to contribute to a shared theme, i.e., concomitantly apply the instruction in geometry, home economics, journalism, and biology to the theme of human survival in outer space.

2.2.1.1 Refer ACTIVITIES 2.2.1 through 2.2.4 to the Tech Prep Plan for Inservice Staff Development for the 1992-93 School Year.

	2.2.3 Help students in Cooperative Vocational Education to learn higher order thinking skills by generalizing from seemingly meaningless or routine job duties and tasks.	
	2.2.4 Encourage teachers to teach team working through Cooperative Learning by providing inservice staff development.	
2.3 Vertically articulate secondary and post-secondary programs. Evidence: Existence of written articulation agreements and functioning joint vertical planning and collaboration.	2.3.1 Link high school teachers with community college instructors.	2.3.1.1 During the school year, the Tech Prep project staff will continue to hold meetings for instructional staves to discuss strengthen the vertical articulation of course content
	2.3.2 Prepare and disseminate materials which show how to continue education beyond an AAS degree towards a BS degree.	2.3.2.1 During the school year, SIC counselors will secure materials from selected four-year institutions which accomplish this "2+2" sequence.

STUDENT ATTRACTION PLAN for TECH PREP: Technical Preparation Associate Degree

TARGET AUDIENCE: 3. The community-at-large including parents, employers, school board members, senior citizens, tax payers, and the general public

OBJECTIVES (why) and OUTCOMES (evidence):	STUDENT ATTRACTION ACTIVITIES (what):	IMPLEMENTATION (how - who - where - when):
3.1 Awareness of and a positive attitude toward Tech Prep by the target audience. Evidence: Random positive comments by the target audience regarding Tech Prep to Tech Prep teachers, instructors, counselors, and administrators.	3.1.1 Do "quiet" change, i.e., make incremental changes in policies and procedures which are aimed at improving the quality and expanding the scope of educational opportunities for youth and adults.	3.1.1.1 During the school year, the Tech Prep project staff will continue to provide the impetus for continuous, positive change.
	3.1.2 Refine and clarify the specifics of Tech Prep programs, courses, and course sequences.	3.1.2.1 During the contract year, the Tech Prep project staff will continue to define and describe the Tech Prep instructional programs, courses, and course content.
	3.1.3 Promote Tech Prep as being: > of improved quality > conducive to increasing enrollments > of low or no additional cost (this is especially opportune due to budget cuts) > needed by employers and the community	3.1.3.1 During the contract year, the Tech Prep project staff will continue to prepare, duplicate and disseminate multiple copies of the TECH PREP NEWSLETTER.

3.2 Community support for students to enroll in Tech Prep instructional programs. Evidence: Employment preference for Tech Prep completers.	3.2.1 Capitalize on the aspect that Tech Prep is a valid track to college.	3.2.1.1 Refer to ACTIVITY 1.1.2
	3.2.2 Prepare an informational brochure describing how you can turn your AAS degree into a BS degree through specialized programs to public Illinois universities.	3.2.2.1 During Spring Semester 1992, SIC counselors will compile a brochure describing the "2+2+2" possibilities from selected four-year institutions.
	3.2.3 Develop brochure(s) and other materials which would advertise Tech Prep in simple, direct, graphic, and eye-catching ways.	3.2.3.1 Refer to ACTIVITY 3.1.3.1
	3.2.4 Highlight Tech Prep projects and programs at the community college through the mass media such as local newspapers, area radio stations, CHANNEL THREE Television, and SIC's PRESIDENT'S NEWSLETTER.	3.2.4.1 During the school year, the Public Information Office of SIC will continue to focus attention on the accomplishments and success of Tech Prep and Tech Prep-type students.
	3.2.5 Provide prospective Tech Prep students with information to help them convince their own parents.	3.2.5.1 During Spring Semester 1993, high school counselors will prepare a brochure which would help prospective students to explain the positive aspects and potential success to their parents.

3.2.6 Provide information to school board members through printed materials, conferences, and informational sessions regarding the payoffs of Tech Prep. An example is the SIVS-SIC-EWWW TECH PREP NEWSLETTER.	3.2.6.1 Refer to ACTIVITY 3.1.3.1
3.2.7 Highlight model businesses operating within Tech Prep programs.	3.2.7.1 Refer to ACTIVITY 1.4.5.1
3.2.8 Hold annual art shows in which artful projects from Tech Prep courses are displayed along side traditional art projects.	3.2.8.2 During the school year, each high school and SIC will hold an in-school art show.
3.2.9 Encourage participation in professional associations and organizations.	3.2.9.1 During the school year, the Tech Prep project staff will encourage participation in Tech Prep sessions at regional meetings of the Illinois Association of School Boards (IASB).

APPENDIX I

PROGRAM DEVELOPERS, INC.

615 Terrace Drive
Carbondale, IL 62901

Telephone & Fax: 618/457-2598

January 28, 1992

Mr. Jack Rawlinson, Director
Southeastern Illinois Vocational System
112 North Gum Street
Harrisburg, IL 62946

Dear Jack:

This is our report on the mid-year evaluation of your Tech-Prep Program. Interviews were conducted with key persons at the project administration level as well as with resource persons utilized to assist with projected activities. Materials provided by the project office and the State Board were also reviewed.

Purposes of the mid-year evaluation:

1. To determine how well projected activities are keeping to the time schedule proposed for the project.

   Findings:

   a. Activities are on schedule or are lagging projected time lines slightly due to normal slippage encountered when bringing together a wide variety of personnel from a large geographical area.

   b. The formation and use of a private-sector advisory council for each Tech-Prep program area has not been accomplished. Input from the business sector is important to the development of appropriate student outcomes. It is understood that this deficiency will be addressed during the early months in 1992.

2. To review the progress of the project in relation to State Board expectations.

Findings:

a. Demonstrated commitment to development of rigorous Tech-Prep program offerings is building. Although a few of the identified participants have not attended meetings, most of those who do attend appear committed to developing good Tech-Prep programs.

b. A few teachers have indicated a preference to move the content of currently taught curriculum into the new Tech-Prep courses, rather than to develop curriculum which addresses appropriate student learner outcomes.

c. Although the State Board prefers that the number of sites participating in the early stages of Tech-Prep program development be limited, the project does not want to exclude any site in the project region which is willing to participate. Rather, plans are to exclude from future activities those districts which do not participate during the current year.

d. The staff development plan for guidance counselors has been completed.

e. The staff development plan for identified Tech-Prep teachers cannot be completed until the participating districts have been identified, because the number of participating teachers will affect the activities which can be conducted.

f. Although no marketing plan has been developed, marketing activities have been extensively conducted to inform the community, parents, students and school personnel about the scope and progress of the project.

3. To recommend any particular actions indicated by the findings.

Recommendations:

a. Form the private-sector advisory council and assist them to develop a realistic work plan. The make-up of the council will be important in determining the content of the courses which make up the Tech-Prep programs.

b. Continue working to inform teachers that the Tech-Prep programs are to be rigorous, having high expectations for students, and should address the range of skills needed to function in a complex work place. The content currently taught may not be appropriate to meet Tech-Prep goals.

c. Although it is not "politically" attractive to project management, those districts which do not commit actively and as fully as possible to the project should be excluded from further participation in the developmental stages of the project. Resources are limited and therefore should be used to support those who are wanting to develop appropriate programs. Programs which have been developed can then be adopted by other districts.

d. Formalize the staff development activities into a plan which can be used by administrators and participating teachers to plan their long range activities.

e. Develop a long range marketing plan which projects desired outcomes. These outcomes can then be used to measure at regular intervals the success of the marketing activities.

This concludes the mid-year evaluation report, except that I want to emphasize that any deficiencies noted above must be considered in light of a very good project. One of the resource persons interviewed noted that this project appears to be as far along as some of the second-year projects he is working with. Please accept my report, then, as an effort to assist you to make a good project a better one.

I expect to have the purpose statements and key questions for the full evaluation available for your review by mid-February. Thank you for your assistance in this endeavor.

Sincerely,

James F. Henry, President

EVALUATION REPORT

SOUTHEASTERN ILLINOIS TECH-PREP PROJECT

Fiscal Year 1992

Submitted by:

James F. Henry

Program DeVelopers, Inc.
615 Terrace Drive
Carbondale, Illinois 62901

May, 1992

Southeastern Illinois Tech-Prep Project Evaluation

EXECUTIVE SUMMARY

The development of Tech-Prep programs has become a national school movement in response to pressures from employers that few students who leave high school are prepared to function in a technological work place. Resulting educational programs focus on a wide array of higher level academic, technical and employability skills and are intended for the "middle-range" students who typically do not go directly on to college. The programs call for more rigor in content and expectations for students, for integration of academic and vocational studies in such ways that they compliment and reinforce each other, and for articulating the sequences of course offerings from the high school into the college and culminating with an AAS Degree.

Southeastern Illinois schools have received a project grant from the Illinois State Board of Education to develop a set of comprehensive Tech-Prep programs in schools serving grades 9 through 14 in the Southeastern Illinois College district.

The purposes of the evaluation is to provide accountability information for project staff and the funding agency, and to provide direction for future activities.

In general, the Tech-Prep project made significant progress during its first year of operation. A wide range of personnel from all schools participated in regular meetings for program planning and curriculum development. Awareness of the project was widespread, and support was voiced at all levels. Some respondents to the survey and during interviews voiced concerns, but these concerns have been addressed by project staff and should, over time, be resolved. Only one critical factor is noted: that of having adequate resources needed for true curriculum revitalization, especially with respect to purchasing high-tech equipment. Even so, local school districts are making commitments to provide matching funds for equipment purchases.

The project should be continued, and all possible administrative, teaching and student services staff should be involved to the fullest degree. Continued progress should be expected, emphasized, measured and reported. Employer input for planning and evaluation needs to be expanded.

Overall, however, this has been an excellent first year. Commendations to all participants.

Southeastern Illinois Tech-Prep Project

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EVALUATION REPORT

SOUTHEASTERN ILLINOIS TECHNICAL-PREPARATION PROJECT

This report is submitted pursuant to a contract with the Southeastern Illinois Vocational System. Any opinions are the responsibility of the evaluator and may not reflect positions taken by the System.

Introduction

The Southeastern Illinois Vocational System has contracted with the Illinois State Board of Education to develop Technical Preparation programs for the Southeastern Illinois College and its feeder high schools. These Tech-Prep programs take on great significance in view of national economic and social pressures calling for major changes in how education prepares young people for work. The work place is becoming highly technical, and the technology which supports it is constantly changing. Also, the United States is having to compete more and more in a world economy, meaning that our workers have to compete against foreign workers for markets. Work has become much more complex than it was when a young persons could expect to spend their working lives performing simple operations in a routine fashion. The traditional production worker is being displaced by workers in other countries.

To succeed in the work place, U.S. workers now need to develop a complex set of skills which combines proficiency in technical applications, communicating on the job, performing mathematical functions, understanding how scientific principles are applied, problem solving, interacting with other workers at all levels, and constantly learning and relearning as the situation changes. In the past, many of these skills have not been considered critical to the success of many workers; now, possessing a wide range of employability skills are so important they can determine the quality of life that an entering or retraining worker can expect to enjoy. Only those who are prepared with these skills can expect to succeed in the work place.

The skills needed in the work place can be taught and learned. It becomes imperative, then, that schools adjust their role somewhat in order to meet these needs. The "middle-range" of students, those typically considered "non-college-bound" or in the general education or vocational education tracks, must be better served by the schools. That is why the Tech-Prep movement has become a critical undertaking in the schools. By having their own Tech-Prep project, the schools in southeastern Illinois have an opportunity to develop programs which serve these students.

This evaluation activity, then, is intended to assist the Tech-Prep project in the development of Tech-Prep programs and services. It uses a wealth of information gathered from a variety of sources during the past several months to draw conclusions and make recommendations for further action. Ultimately, however, the success or failure of the Tech-Prep project will depend on the administrative, teaching, and guidance personnel in the schools. It is to these individuals working together for a very important cause that we must turn for the future of our students.

First, we will look at various working definitions of a Tech-Prep program and what expectations the stakeholders have in the Southeastern Illinois project and then the goals approved for the project. Second, the evaluation activity itself will be described, including purpose, key questions, process and general findings. Finally will follow conclusions and recommendations for future action.

Key Elements of a Model Tech-Prep Program

I. NCRVE Report

The National Center for Research in Vocational Education (NCRVE) recently published a report, "Beyond Articulation: The Development of Tech Prep Programs" (Dornsife, 1992) in which the developmental stages in the essential components of Tech-Prep were described as follows (quoted):

Component 1: Information/Marketing Campaign

Beginning:	Initiate small-scale, "spread-the-word" campaign.
Intermediate:	Establish formal/written marketing plan; identify all target audiences; develop and implement a sequence of specific marketing activities
Advanced:	Engage in major marketing campaign; disseminate widely program description and outcomes; expand permanent program activities

Component 2: Course Articulation and Curriculum Development

Beginning:	Articulation of currently existing individual courses in vocational-technical program areas
Intermediate:	Articulation of modified courses and course sequences in voc-tech program areas
Advanced:	Articulation of completely new courses, course sequences, and the development of voc-tech and academic core curriculum, and programs that provide training along a career ladder

Component 3: Career Guidance

Beginning:	Establish Career Guidance Center (e.g., rearrange offices, upgrade equipment)
Intermediate:	Expand career development program at secondary level (grades 7-12)
Advanced:	Integrate career development programs to all school levels (grades K-14)

Component 4: Program Improvement

Beginning:	Identify outcome indicators (e.g., enrollment figures) and context and process indicators (e.g., student satisfaction with curriculum); establish baselines; informally collect information
Intermediate:	Formalize system for collecting data; review and expand indicators as needed
Advanced:	Routinely analyze program improvement data; revise components as needed; publish results

(end quote)

This model does a good job of summarizing how a comprehensive Tech-Prep program should develop over time. Each component in successful Tech-Prep programs should progress through these stages in some fashion or other. Note that, within general guidelines, the model allows for individual differences in Tech-Prep program development. One school may be at the beginning stage while another may have moved on to the intermediate or even the advanced stages. However, before individual schools can work at their own pace, some common elements (such as the core curriculum taught by all schools) must be agreed upon.

II. Illinois State Board of Education

The expectations of ISBE for tech/prep projects are stated as follows (quoted from a summary developed by project staff and provided to committee members at an early meeting):

1. Monthly correspondence of meetings, activities, etc.

2. Distribution of publicity materials provided by the state.

3. A plan over time to bring other funds in to support the project.

4. A written sequence of vocational and academic courses, grades 9-14 or at a minimum 11-14.

5. A plan to include Tech-Prep in all feeder schools of the college district.

6. A plan to include Tech-Prep for all students
   --what efforts will be made to involve D/H students?
   --what are the student requirements to enter Tech-Prep?

7. It is imperative that the end result of a Tech-Prep experience is an Associate in Applied Science degree.

8. Employers must be involved in the program definition
   --involved in the development
   --be willing to provide internships, placements, etc.

9. Program must be marketed to the following groups:
   --vocational and academic staff
   --business and industry
   --parents
   --students (end quote)

In a recent phone call to ISBE staff, the expectations for next year's Tech-Prep projects were encapsulated as follows:

The "Three Partnerships" of Tech-Prep:

1. Articulation from the secondary to the postsecondary levels.

2. Integration of academic and vocational studies.

3. Private Sector Role in the planning, conducting and evaluating of Tech-Prep programs.

All three components are considered important for continued funding of Tech-Prep projects, and all three must be well-developed and ready to function before ISBE will fund any significant curriculum build-up costs.

Southeastern Illinois Tech-Prep Project Proposal

The following objectives are taken from the project proposal which was approved for funding:

First-Year Objectives:

1. Develop sequenced 2+2 Principles of Technology/Electronics, computer programming, and secretary science programs at the nine high schools and Southeastern Illinois College, with emphasis on preparation in mathematics, science, and communications and on integrating academic and vocational content

2. Establish a 3-year plan for implementing and expanding the 2+2 program to all vocational programs in the nine high schools

3. Provide staff development activities for high school and college academic and vocational instructors who will be teaching courses in the 2+2 program and assist them in developing a complementary program of academic and vocational course work; provide staff development for counselors and student services personnel

4. Improve access in rural areas to new developments in business and industry by analyzing the equipment needs at the high schools and at SIC and developing a plan for sharing equipment, facilities, staff, and resources

5. Initiate an awareness program in middle and high schools for students and counselors that will focus on job opportunities in the southeastern Illinois region, with emphasis on opportunities available to women and minorities and other underrepresented populations

6. Evaluate the project in Year 1 and make plans for revisions and evaluation in succeeding years

7. Disseminate the project in Year 1 and make plans for dissemination in succeeding years

In addition to the goals, commitments were made in the proposal to:

8. establish advisory councils comprised of both management and labor from area businesses and industries to review courses and recommend curriculum changes

9. formulate a staff development plan for teachers in Tech-Prep programs and for counselors

10. Develop a mentoring system in each school to disseminate

information about the opportunities in the Tech-Prep programs to students in the middle and high schools.

To summarize, the important factors which should be addressed in any evaluation are pretty well established by the literature, by ISBE's desired outcomes, and by the project proposal itself.

The Evaluation

Prior to conducting any evaluation activities, the following purposes and key questions were negotiated between project staff and the evaluator.

I. Purpose of the Evaluation

1. To assess the progress of project activities
2. To assess the involvement and commitment of school personnel to developing targeted Tech-Prep programs
3. To assess the impact of project activities on development of curriculum and instruction
4. To provide information for future project direction

II. Key Questions for the Evaluation

1. How is the project accomplishing the stated goals of the project plan?
2. Are there other goals not stated in the project plan which have become important in the conduct of the project?
3. What has been the commitment of school administrators, faculty and support staff to implementing the Tech-Prep model in their schools?
4. What inputs have been utilized in identifying and developing appropriate Tech-Prep curriculum?
5. What impact have the Tech-Prep activities had on current curriculum and instruction in the schools?
6. What potential will Tech-Prep activities have to impact on future curriculum and instruction in the schools?
7. What recommendations can be made to further the goals of the project during the second year?

III. The Survey

In mid-April, 1992, a survey questionnaire was mailed to 155 participants (administrators, guidance, and Language Arts, Math, Science and Vocational teachers) at the nine high schools and SIC to get their response to questions related to the progress of the Tech-Prep project during this first year of operation. 85

responses were received by the May 1st deadline.

To summarize survey results, responses to almost all questions range in the positive side of the response area, and comments generally indicate positive attitudes towards the Tech-Prep activities. Suggestions are generally positive.

(The survey questions, responses and comments are provided in the appendix to this report.)

A synopsis of response results for each question follows:

1. Do you understand the purposes and goals of the Southeastern Illinois Tech-Prep project?

Respondents generally feel they understand the purposes and goals of the project. Some comments to later questions indicate that teachers outside the respondent group need to receive more information.

2. Do you feel that there is a need for curriculum renewal designed to serve the "middle-range" students?

Respondents generally support the need for curriculum renewal in order to serve "middle-range" students.

3. Do you view the Tech-Prep project as an opportunity to improve the vocational education offerings of your school?

Respondents agree that the Tech-Prep project is an opportunity to improve the vocational offerings. Teachers working on the Tech-Prep committees score higher than those not on committees. One vocational teacher who serves on a committee comments that improving the vocational offerings would "need support from the academic teachers."

4. Do you view the Tech-Prep project as an opportunity to improve the basic education (Language Arts, Math, Science) offerings of your school?

There is general agreement that the Tech-Prep project provides an opportunity to improve the academic offerings, although comments reflect some concerns regarding the availability of resources, the need for accountability requirements, and how to motivate teachers.

5. How do you view your role in developing Tech-Prep

programs?

Respondents agree that they have a role in developing Tech-Prep programs. Non-committee members range more towards having a minor role while committee members feel they have a more important role. Administrators indicate that they have an important role, as do guidance personnel. Comments again reflect a concern about involving more teachers in Tech-Prep and gaining support in terms of resources, guidance help and administrative backing.

6. Should persons from business and industry be involved in planning Tech-Prep curriculum?

The assistance of business and industry is generally viewed as desirable.

7. Should parents be involved in planning the Tech-Prep program?

Support for involving parents is not nearly as high as for involving business and industry. Interestingly, administrators and guidance personnel are in favor of involving parents much more than teachers.

8. Do you feel that the "middle-range" of high school students can achieve at higher levels than currently attained?

Respondents generally agree that the middle-50% students can achieve at higher levels. Comments reflect a concern that any increase in rigor should be done carefully and should be in the context of career preparation.

9. Do you feel that both academic and vocational Tech-Prep courses should be made more rigorous to incorporate the concepts and skills needed for technological competence?

Given that all respondent groups generally agree that these students can achieve more (Question 8), it follows that courses included in Tech-Prep programs should be made more rigorous. All groups give a high response to this question, although comments again call for caution in making any changes.

10. Do you feel that both academic and vocational Tech-Prep

courses would succeed if made more rigorous to incorporate the concepts and skills needed for technological competence?

Even though there is strong agreement that there should be rigor in Tech-Prep programs, the potential for additional rigor to succeed is less positively viewed by respondents, although responses still average above the mid-point on the scale. Comments are revealing, generally reflecting that any optimism is guarded. The vocational education image needs addressing, and motivation must be improved. Some responses reveal a need to differentiate between tech-prep and other vocational programs.

11. Do you believe that vocational and basic academic courses can be integrated at your school to provide relevance and reinforcement for each other?

In view of the scored response, there is general agreement that integration of vocational and academic studies can be effected, with committee members responding more positively than non-committee members. Even so, comments reveal pessimism ("change spots," "status barrier," "see the need," "local apathy," "personality/open-mindedness," "acceptance.") Concern is also expressed regarding course priorities; e.g., if applied science and math courses are added in small schools, what will happen to the current offerings?

12. Do you feel that the joint meetings between the high school and college teachers and counselors will result in improved coordination of curricula and student services?

There is a general consensus that the Tech-Prep meetings will result in improved coordination of curricula and services.

13. Do you feel that the high school and college Tech-Prep courses can be closely aligned into sequenced programs?

This question gets at formal articulation. Although the average response is above mid-range, it is lower than in the previous question dealing with more general coordination.

14. Have the Tech-Prep activities conducted during this first year of operation made any difference in how you perform your job responsibilities?

Responses reflect a low level of actual change in how jobs are performed. It may be interesting to note that a small number of non-committee members respond that the Tech-Prep activities have already made a difference. A number of comments reveal intentions to make changes as Tech-Prep programs are implemented in the classroom.

15. Please list any suggestions for improving Tech-Prep activities for next year.

Suggestions generally support the Tech-Prep project activities and many indicate strongly felt needs. Some common themes are 1) get the involvement and support of the academic teachers, 2) help participants observe successful Tech-Prep programs and activities, 3) secure the support and participation of all administrators and guidance personnel.

What general response categories are evident in the survey?

First, the overall response is generally positive, indicating awareness of and support for the Tech-Prep project and related activities such as adding rigor, integrating academic and vocational studies, and articulating programs from the high school level through the college. School administrators indicate strong support but, excepting those who work on a Tech-Prep committee, they offer few comments. Guidance responses are highly positive and provide a wealth of comments in support of the project. Teacher responses vary more than other groups and, while generally positive, reflect more concern and even pessimism than do the other groups. As would be expected, committee members score more highly on responses than do non-committee members. Vocational teachers do not score appreciably different from the academic teachers. Finally, for the purposes of this evaluation, it is recommended that the comments for each question be read (see the Appendix).

IV. Interviews

Interviews were conducted to follow up on the survey and to gather evaluation information from sources not included in the survey. Key project staff were interviewed, as well as other individuals who had been included in the survey. The interviews were based on the key questions and on any concerns which surfaced in the survey.

In general, responses in the interviews were positive and supportive of the goals of the project. A summary of interview findings follows:

1. Commitment to the Tech-Prep model has grown, and respondents expect from moderate to significant development over time of integrated and articulated Tech-Prep programs. Some college academic teacher have not been able to work with the committees because of schedule conflicts.

2. Some schools and/or departments are ready to begin implementing new curriculum while others are not. This is the result of a variety of factors, but is primarily associated with the climate for change in each local school.

3. Guidance support for enrolling "middle-range" students in Tech-Prep programs is building, although much will depend upon the quality of the programs when they are implemented.

4. Equipment and other resources needed for new programs and staff development are concerns. Some teachers note that they expect $30,000 for a computer lab, while others understand that they will get about $5,000. There is also confusion expressed about what the state requires before equipment money will be approved.

5. Concern was expressed regarding support of the community college administration for articulating the Tech-Prep course sequences. Even though articulation agreements have been in effect for several years, little actual articulating of programs has taken place in terms of benefit to students. Now, high school and college teachers are working together, (and also guidance staffs) to develop course sequences. But only limited postsecondary administrative involvement has been evident in the ongoing work done by the committees.

6. There will be a need for high schools to agree on a common core of curriculum if the Tech-Prep programs are to be sequenced from grades 9 through 12 and into the college. This implies horizontal articulation as well as vertical.

7. Some teachers on the committees appear to approach Tech-Prep with limited vision, in that they try to fit what they are already teaching into the new sequenced course structure. Although much of the current curriculum is good, the goals of Tech-Prep imply that significant change is indicated for these programs.

8. A number of respondents want to know how Tech-Prep is faring in other areas of the state, and especially at the course level. Teachers, and guidance personnel also, expressed a need to see good tech-prep programs working. One administrative respondent noted that not only other schools should be visited, but businesses and industries which use technology (examples: Diamond Star in Bloomington and Westinghouse in Evansville).

9. Although a business and industry committee has been formed and did meet with the curriculum committees, the input from this committee appears to be limited to general employability skills and desirable employee attitudes and characteristics. This committee has not been involved in the routine workings of the curriculum committees. In discussing this with project staff, concern was expressed that employers in this economically depressed area were not "into" technology as much as in more highly industrialized areas. In the past their input has tended to be very limited in regard to currency of technological applications.

10. The general teacher population does not have a good grasp of Tech-Prep and how it is being addressed by the project. Several individuals had not seen any of the Tech-Prep materials or newsletters.

11. Some teachers have expressed a need to see the "big picture." "What will be the work program for next year?" "How far will we be expected to progress in the development of programs?"

12. Some academic teachers express concern that the need to add applied courses will cause courses geared for college-bound students to be dropped. If this appears to be the case, they believe that the Tech-Prep courses will be undermined before they ever get started.

V. Key Questions Answered:

The combined results of the survey, interviews and observations are used to draw the following general findings for each key question:

1. <u>How is the project accomplishing the stated goals of the project plan?</u>

   The first-year goals of the project are generally being met. Personnel in the schools are aware of the project, although some confusion is evident in perspectives regarding the project. The committees are working hard and attendance at the regular meetings is excellent. Individual teacher groups have almost completed their long range curriculum plans, and staff development plans for both teachers and guidance personnel will be finalized at the May 20 meeting. Program needs for equipment have been analyzed and will be reported to project staff on May 20. Counselors have developed an awareness plan. The Business and Industry advisory committee is now in place, although more input is needed for development of Tech-Prep programs.

The only first-year activity which has not been addressed is that of establishing a mentoring system for disseminating information about opportunities in the targeted programs to students in each high school and middle school. Project staff report that this activity will be included in the work of the Local Implementation Committees to be formed for each school in 1992-93.

2. Are there other goals not stated in the project plan which have become important in the conduct of the project?

No such additional goals have surfaced which came into play during the 1991-92 year.

3. What has been the commitment of school administrators, faculty and support staff to implementing the Tech-Prep model in their schools?

Commitment of personnel from the schools has been very good considering the considerable amount of time and effort scheduled for the project. Some criticism of administrative support was encountered, although further inquiry generally showed that the Tech-Prep project is only one of many administrative concerns. Some administrators feel that teachers should carry the ball on the Tech-Prep project, and that the administrative role is to provide encouragement and, as available, resources needed for curriculum development and required matching funds for equipment. Other administrators want to take a leadership role in developing and implementing Tech-Prep programs in their schools because of the need to better serve the "middle-range" students.

The strong enthusiasm and support of the guidance personnel has been particularly encouraging in view of the need for encouraging students to enroll in Tech-Prep courses once they are implemented.

4. What inputs have been utilized in identifying and developing appropriate Tech-Prep curriculum?

A wide variety of inputs has been used from all possible sources. Public relations materials, curriculum materials, consultants from the universities and other areas, presentations by individuals who have implemented Tech-Prep programs, field trips--all these and more have been used to help with curriculum development activities.

It will be important to have a greater level of input from the private sector regarding planning, implementing and

evaluating curriculum content. Some concern was expressed regarding the limited availability of technology-based businesses and industries in this economically depressed part of the state. It may be that representative input will have to be gleaned from other sources, such as curriculum development activities and business/industry council activities conducted elsewhere. This would require specific preparation of teachers to be responsive to these types of inputs.

5. What impact have the Tech-Prep activities had on current curriculum and instruction in the schools?

To a small degree, changes are already being made. Also, individual teachers note that they have always included some "Tech-Prep" practices in their curriculum. Many respondents to the survey note that they plan to change their curriculum extensively once the Tech-Prep programs are implemented. This indicates a good potential to make significant curricular improvement over time.

6. What potential will Tech-Prep activities have to impact on future curriculum and instruction in the schools?

The potential for Tech-Prep is good throughout the region. Note that, in some schools, new courses in applied academics are planned for the coming school year. Some schools are in a better position financially or because of the personal commitment of key personnel, but individuals from all schools express a commitment to implementing the programs.

7. What recommendations can be made to further the goals of the project during the second year?

See the Conclusions and Recommendations section which follows.

Conclusions and Recommendations

Given input from all the sources above, what conclusions can be drawn regarding the Southeastern Illinois Tech-Prep Project? Following are the conclusions and, where indicated, recommendations for further action.

CONCLUSIONS	RECOMMENDATIONS
1. The Tech-Prep project has done a good job of meeting goals during this initial year of operation. Many individuals and groups have worked hard to keep the project on track. However, some individual teachers are reported to have a desire to maintain current programs.	1. Keep all participants advised about the purposes and progress of Tech-Prep activities and how their role serves the project. In cases where individuals do not wish to participate or do not effect real change over time, project resources should be withheld or withdrawn in order to support those who are committed.
2. Awareness of the goals and activities of the Tech-Prep project exists throughout the schools in the area. Some confusion exists about how Tech-Prep relates to the rest of vocational education as well as about the role academic education is expected to play in the planning and delivery of tech-prep programs.	2. Continue to use every means for communicating about the project to all audiences within the schools. All teachers and students should be kept informed about Tech-Prep development. Consider differentiating between "Tech-Prep" vocational education and "non-Tech-Prep" vocational education. Pay particular attention to how academics and vocational studies are integrated and compliment each other.
3. Information dissemination regarding Tech-Prep has been extensive through newsletters, brochures, etc. However, some individuals note that they need more information about the project.	3. Expand the informational activities out to parents and the general public.
4. In some schools a cadre of staff, including administrators, is working to begin offering initial Tech-Prep courses this coming year. These groups are to be commended.	4. Allow for individualized development of course offerings at each school, but being sure to maintain adherence to basic core curriculum outcomes.
5. Many individuals view Tech-Prep as an opportunity to improve the quality of offerings for those middle-range students who would most benefit. Increased rigor is called for in these offerings, provided	5. Be sure that course development addresses appropriate learner outcomes, and that vocational and academic offerings are complimentary to each other. Integration of academics and vocational studies is

CONCLUSIONS	RECOMMENDATIONS
that it has application to the needs of students and are not simply courses made tougher for the sake of being tough.	critical if the Tech-Prep programs are to succeed.
6. Commendations on the work done by the guidance committee to plan student services activities which will support the new Tech-Prep programs.	6. Guidance counselors will be a key to the success of the project. They will support enrolling in quality courses. Keep them involved.
7. Business and industry support is being utilized, but not in the development of specific program outcomes.	7. Expand the input of business and industry representatives to address the workplace needs in relation to specific job skills and academic skills. To supplement this in areas where such input may be problematic, utilize materials developed elsewhere.
8. Concerns exist regarding the articulation of Tech-Prep sequences between the high school and college levels.	8. Pay particular attention to the development of articulated program sequences and how they will be implemented. As indicated, revise or develop written articulation agreements.
9. Commendations on the long-range staff development plans developed for teachers and guidance personnel.	9. So much as possible, involve these groups in direct interaction with technology business and industry, and with successful, established Tech-Prep programs and personnel.
10. Overall project management provides leadership, organization and support for those working on the committees. This results in maximizing the efforts of local school personnel working to develop Tech-Prep curricula and services. It also generates credibility for the project and agreement to commit local resources.	10. Routinely solicit feedback from all participants as you continue project activities.

CONCLUSIONS	RECOMMENDATIONS
11. The development of plans to use local resources to match state equipment funds is noted. This type of commitment from local administrators increases the potential for meaningful improvement.	11. Continue to keep local administrators informed of project goals and progress made. Their support and leadership is critical.

Finally, many thanks go out to the project director and staff and to the individuals in the schools who helped make this evaluation work. It is expected that the information in this report will be of use in the development of the second year's proposal. It may also serve to explain the need to make real change as project activities continue next year. Please keep in mind that any deficiencies noted in this report must be viewed in relation to an overall good project which has accomplished its major goals for the year.

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APPENDIX J

TECH-PREP DEVELOPMENT COMMITTEE

(Electronics/Principles of Technology, Computer Programing, Secretarial)

Admin:

Lynn Clark, Math/Science Division Chair, SIC
George Dennis, Humanities Division Chair, SIC
Mike Irwin, Principal, Pope County
Gary Siebert, Superintendent, Eldorado
Russell Lane, Industrial Chair, SIC
David Johnson, Principal, Carmi
Mike Rosselli, Principal, Norris City

Guidance:

David Nudo, Guidance, SIC
David Wiman, Hardin County
Susan Justice, Gallatin County
Tom Gholson, Carmi

Instructors:

Karen Kilmer, Business, SIC
Bill Rakes, Computer Programing, SIC
Jim Fuhr, Electronics, SIC
Max Lude, Principles of Technology, Eldorado
Mike Coleman, Math & Computer, Carrier Mills
Bill Pierce, Science & Computer, Galatia
Wendell McClusky, Science & Computer, Harrisburg
Chuck DePriest, Business, Gallatin County
Judy Rann, Business, Harrisburg
Janet Hughes, Science/Electronics, Hardin County
O.B. Camp, Science, Eldorado
Linda Absher, English/Computer, Carrier Mills
Shirley Bramlet, English/Business, Pope County
Nancy Prather, Business, Carmi-White County
Mary Ellen Mosby, Business, Norris City
Don Garrett, Science, Carmi
Patricia Fulkerson, English, Carmi

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ADDITIONAL MEMBERS

Computer

Robert Young, Science, Pope County
Roger Hutchins, Math, Hardin County
Marilyn Ellis, Guidance, SIC
Dana Keating, Guidance, SIC
Alice Wake, Math, Carmi

Secretarial

Roberta Watson, Business, Eldorado
Georgia Cowger, Business, Carrier Mills
Karen Knight, Business, Galatia
Pam Bramlet, English, Harrisburg

Principles of Technology/Electronics

Joe Hamon, Industrial Arts, Hardin County
David Willer, Industrial Arts, Pope County
Neal Cole, Superintendent, Hardin County
Marty Smith, Industrial Arts, Harrisburg
Carroll Phelps, Principal, Eldorado
Pat Abell, Industrial Arts, Gallatin County
Paula Franklin, Science, Gallatin County

TECH PREP Instructors

1. Electronics/Principles of Technology:

   A. Charles Williams--CM
   B. Max Lude--Eld
   C. Jamie Hill--Eld
   D. Joe Hamon--HC
   E. Janet Hughes--HC
   F. Dennis Vaughn--GC
   G. Patrick Abell--GC
   H. Martin Smith--Hbg
   I. J.W. Pulliam--Gal

2. Computer Programming

   A. Mike Coleman--CM
   B. Robert Young--PC
   C. David Drone--Eld
   D. Liz Wargel--Eld
   E. Kathy Sheridan--HC
   F. Charles DePriest--GC
   G. Ken Hane--GC
   H. Wendell McCluskey--Hbg

3. Secretary/Business Management

   A. Sterling Cowger--CM
   B. Georgia Cowger--CM
   C. Charles Champion--PC
   D. Roberta Watson--Eld
   E. Gary Gross--HC
   F. Ron Colbert--GC
   G. Karen Knight--Gal
   H. Ronald Blades--Hbg
   I. Judy Rann--Hbg

4. Mathematics

   A. Raymond Lippert--CM
   B. Don Turner--PC
   C. Hal Gene King--Eld
   D. Larry Pierson--Eld
   E. O.B. Camp--Eld
   F. Roger Hutchins--HC
   G. Beverly Simms--HC
   H. John Schmitt--GC
   I. Laura Head--GC
   J. Bill Pierce--Gal
   K. Marcia Gillespie--Hbg
   L. Jerri Harbison--Hbg
   M. Richard Harper--Hbg
   N. Michelle Way--Hbg

5. English/Communications

   A. Georgia Cowger--CM
   B. Wilda Young--PC
   C. Jane Barton--Eld
   D. Leslie Phelps--Eld
   E. Anne Grief--Eld
   F. Norma Green--HC
   G. Dianne King--GC
   H. Mickey Pankey--GC
   I. Betty Mitchell-Gal
   J. Pam Bramlet--Hbg
   K. Robert Pavelonis--Hbg
   L. Tina Tokar--Hbg
   M. Lynda Clemmons--Hbg
   N. Sue Ewert--Hbg
   O. L. C. Kerley--Hbg

6. Science

   A. Richard Morgan--CM
   B. Hugh Thomas--PC
   C. Rita Coker--Gal
   D. Tony Holler--Hbg
   E. Roscoe Paugh--Hbg
   F. Jack Wiggins--Hbg
   G. Paula Franklin--Hbg
   H. Bill Trees--Hbg
   I. Larry Conley--HC
   J. John Smith--Eld

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TECH PREP

December 1991

WHAT IS TECH PREP ?

Illinois Tech Prep represents an educational path that integrates college preparatory coursework with a rigorous technical education concentration. It is a planned sequence of courses, both academic and technical, that begins at 9th grade and is articulated with a post-secondary experience leading to an associate degree. Because Tech Prep prepares students for a lifetime of learning, it also provides preparation for advanced education such as a four-year baccalaureate degree. Tech Prep prepares students with the skills and competencies necessary to meet employer's performance standards not only for entry-level jobs, but also for career advancement.

The Tech Prep Program is funded through ISBE/DAVTE with funds coming out of the Perkins fund. Jack Simmons is coordinator of the program and Jack Rawlinson, Robert Birge, and Jim Taylor are co-directors.

APPENDIX K

UPCOMING EVENTS

December	4	4:30 p.m. - 7:30 p.m. Development Committee Meeting Smugglers
December	6	1:00 p.m. - 3:00 p.m. Gallatin County School Tech Prep for all teachers (Grades 7-12) Dr. Richard Holfstrand
January	9	Tentative Development Committee Meeting Place and time to be announced

Past activities of Tech Prep include Regional secondary and post-secondary administrators meeting on October 7th and Staff Development Day on October 11th. On November 13th the Development Committee met at Smugglers.

TECH PREP OBJECTIVES

1. Develop Principles of Technology/ Electronics, computer programming, and secretary science programs at the nine area high schools and Southeastern Illinois College, with emphasis on preparation in mathematics, science, and communications and on integrating academic and vocational content.

2. Establish a plan for implementing and expanding the Tech Prep program to all vocational programs in the nine area high schools.

3. Provide staff development activities for high school and college academic and vocational instructors who will be teaching courses in the program and assist them in developing a complementary program of academic and vocational coursework.

4. Improve access in rural areas to new developments in business and industry by analyzing the equipment needs at the high schools and at SIC and developing a plan for sharing equipment, facilities, staff, and resources.

5. Initiate an awareness program in middle and high schools for students and counselors that will focus on job opportunities in the Southeastern Illinois region.

TECH PREP PARTNERSHIPS

The success of Tech Prep is dependent upon the development of successful 50/50 partnerships. These partnerships are between:

1. Academic and Technical Educators
2. Secondary and Post-secondary Educators
3. Educators and Representatives of the Private Sector

1. <u>The Academic/Technical Partnership</u>
   To be prepared to succeed in the workplace of the twenty-first century, students will need a strong academic foundation and the ability to apply it. Tech Prep brings academic and technical educators together in a true partnership. These Tech Prep educators eliminate barriers which stand in the way of interdisciplinary cooperation. They are receptive to new teaching methods and design Tech Prep sequences together.

2. <u>The Secondary/Post-secondary Partnership</u>
   Tech Prep provides students with opportunities that maximize experiences at both secondary and post-secondary levels. Tech Prep represents a strong linkage between secondary and post-secondary institutions to provide a smooth transition from one level to the next without duplication of effort. The secondary experience is well articulated to the post-secondary program to provide a solid foundation for advanced technical studies at a post-secondary institution. Articulation also ensures that students can continue when appropriate in a four-year baccalaureate program with minimal loss of credit. Ultimately, Tech Prep prepares students to benefit from a lifetime of learning opportunities.

3. <u>The Education/Private Sector Partnership</u>
   A well prepared future labor force is dependent upon equal commitment from both education and the private sector. Employers working with Tech Prep clearly identify and communicate their performance standards. These standards will include not only technical skills, but also expectations in reading, math, science, and communications. Tech Prep educators design learning experiences to ensure students meet these expectations and certify that completers are ready to enter the workforce.

More Applied Academics

Applied academics integrates real-life examples into an academic course such as mathematics, science or English and uses experiential, hands-on learning activities as the primary teaching mode.

Many quality Tech Prep programs operate around a core of applied courses in math, science, physics and communication. These courses provide a background of academic fundamentals while laying the foundation for advanced learning in technical competencies. Ideally the courses are taken--beginning in the ninth grade--as academics in lieu of a general curriculum.

INVOLVEMENT

The whole educational community can be involved in Tech Prep.

General academic instructors can:
* involve students as active learners through teamwork and problem solving
* use applied and/or functional approaches to teaching
* make assignments work-related

Vocational-Technical instructors can:
* reinforce academic foundations through vocational-technical class assignments
* encourage independent investigation through problem solving
* ensure course content reflects current practice in the workplace

Administrators can:
* provide opportunities for academic and vocational-technical instructors to meet together to plan complementary activities and learn from each other
* work with instructors to plan sequences of challenging courses that are appropriate to occupational goals and will enable students to pursue post-secondary education

Counselors can:
* inform parents and students about opportunities as they plan for high school and beyond
* prepare brochures and scheduling information that clearly explain the options open to students through Tech Prep

TECH PREP STUDENTS

Tech Prep is aimed at attracting a wide range of students, and all interested students should be provided the opportunity to participate. Typically, the students most likely to be attracted to Tech Prep are students who:

* Fall between the 25th and 75th percentile of secondary students
* Enjoy using complex math and science concepts to solve problems
* Have an aptitude toward technical/ scientific content
* Intend to pursue post-secondary education
* Enjoy learning through the application of academic knowledge and skills
* Desire a challenging, good paying career and are willing to work toward achieving this goal

Tech Prep has entrance standards. When students lack the necessary competencies they will be provided the opportunity to get academic assistance to possibly qualify for and participate in Tech Prep at a later time.

How Applied Academics Fit a 4-Year Schedule

	Nine	Ten	Eleven	Twelve
Math	Applied Math I	Applied Math II	Algebra II	Formal Geometry
Science	Applied Biology/ Chemistry	Principles of Technology I	Principles of Technology II (optional)	Optional
English	English	I, II, III	and Applied	Communications
Humanities	Geography,	History	and	Government
	Electives & (----------	Other Courses ----------)	Vocational & (----------	Education Class ----------

Everyone has a part...

Administrators must provide leadership for Tech Prep by coordinating program implementation and communicating its intent through the school's curriculum objectives.

Board members serve as catalysts to the community's recognition of Tech Prep as an occupational option for students that leads to rewarding technical careers. Board members also have the responsibility of allocating appropriate resources to Tech Prep's implementation.

Business leaders must be included in the planning for Tech Prep as well as implementing and evaluating the program based on local employment needs. They must be willing to increase school-supervised work experiences that supplement students' learning, and offer internships and job-shadowing opportunities to teachers so that they can keep current on workforce needs. Local businesses may also be called upon to provide monetary or physical resources to schools to aid in training higher quality workers.

Counselors and coordinators are the most important communication link between the Tech Prep program and students and parents. Counselors must truly believe that a technical occupation is a viable and satisfying career option and present this option to all students.

Teachers determine the success of Tech Prep programs. Face-to-face interactions between academic and vocational teachers and secondary and postsecondary teachers are essential before Tech Prep programs can be implemented.

Parents influence students' attitudes toward work and technical occupations as career options. As role models, parents have the responsibility of involving themselves and guiding their children in the career decision-making process.

Students must take responsibility for their own futures. Choosing a career is one of the most important decisions a student will make.

U.S. Labor Department economic and employment projections to the year 2005 suggest continued change to a service-producing economy and faster-than-average expansion of jobs requiring higher levels of education.

The projections, which cover the years 1900 to 2005, are presented in detail in the November, 1991 issue of Monthly Labor Review published by the federal agency's Bureau of Labor Statistics. Issued biennially since 1957, the projections are used in studying long-range economic and employment trends and serve as the basis for the career information portion of the bureau's occupational outlook program.

Three alternative scenarios of change are presented in the projections. Highlights of the moderate-growth scenario include:

* An increase of 26 million in the 1990-2005 workforce (those working or looking for work), from the 31 million increase from 1975 to 1990 primarily due to slower growth in the 16-and-over population.

Trends

One million young people will drop out of school each year during the 1990's, while employers will spend $210 billion a year on training.

Only 15 percent of the jobs of the future will require a college diploma, but more than half will require education and training beyond high school.

--from *Educational Renaissance: 43 Trends for U.S. Schools*, by Marvin Cetrone and Margaret Evans Gayle

* A growth in total employment from 122.6 million in 1990 to an expected 147.2 million in 2005.

* Projections that nearly all of the industrial employment increase will occur in the services-producing sector and that, in the goods-producing sector, increases in construction industry jobs will largely offset decreases in manufacturing.

* Expectations that health and business services together will account for 6.1 million or about a quarter of the total increase in jobs.

* A faster-than-average growth in employment in occupations--executive, administrative and managerial workers; professional and specialty occupations; and technicians and related occupations--that require the most education or training.

* Large numbers of additional jobs in the services-producing divisions of retail trade (5.1 million), state and local government (3.2 million), and finance, insurance and real estate (1.4 million).

Understanding Tech Prep

Tech Prep, a new buzzword in vocational education, is heralded as the opportunity to provide viable job training for students.

A quick definition might be in order for those not familiar with the concept. Basically, tech prep is a combination of the last two years of high school with two years of community college, leading to an associate's degree in a specific professional or technical field. It is being administered by the Illinois State Board of Education under the direction of Assistant Superintendent Dr. Richard Miguel.

A model tech prep program includes two years of vocational training in a field, along with applied academics, in the last two years of high school. Then two years of advanced technology training in the field follows at the technical or community college. Students would probably take some of their vocational training at the community college while still in high school.

An important element of tech prep is the involvement of business and labor in the related industry. The Work INcentive (WIN) model emphasizes an additional 10-15 hours of employment in the field during high school, full-time summer employment, and 10-20 hours on the job during the final two years. This work-based experience should relate and support the field of study.

Business/industry and labor could help with curriculum development and participate in advisory committees; provide in-service development for faculty, administrators and counselors; become involved in recruitment or job placement; industry employees as classroom instructors; and provide work experience and awards, support, publicity and scholarships for the program.

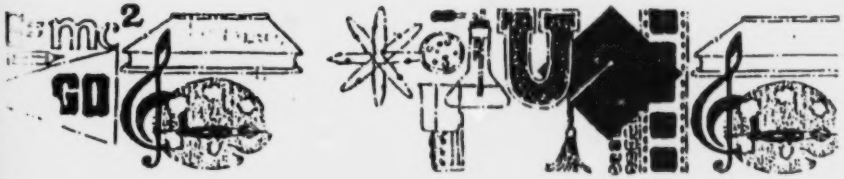
A key part of tech prep is applied academics--academics rooted in hands-on experience.

The push for tech prep comes legislatively through the federal Carl D. Perkins Vocational and Applied Technology Act of 1990, which mandated tech prep, providing $63.4 million to provide planning and

The Need
For Tech Prep

The good jobs of today and tomorrow are based on high technology, advanced communications, and service occupations.

The target group of the TECH PREP program is high school students who may not pursue professional careers or attend four-year colleges or universities, but who could benefit from additional education at the community college level.



What Tech Prep is in Illinois is and is not...

Tech Prep is...	Tech Prep is Not...
• An avenue to educational reform	• The same approach to education but with a new name
• The integration of technical and academic curriculum	• Vocational-technical education only
• A secondary and postsecondary articulated curriculum	• Secondary or postsecondary education only
• An avenue to an associate of applied science degree and possibly more advanced education	• A terminal education program
• Partnerships between all levels of education and business/ industry	• An isolated "track" approach to education
• Preparation for employment, careers, and continuing education	• Entry-level job preparation only

TECH PREP ON THE HOME FRONT

Some 45 teachers, counselors, and administrators from SIC and the nine high schools it serves have been at work on a long range (three year) program to bring these Tech Prep ideas into those schools. Three committees have been formed and have met on November 13, December 4, and January 9. They are well on their way to completing the first objective of their plan which is to develop sequenced 2+2 Principles of Technology/Electronics, Computer Programming, and Secretary/Business Management at nine high schools and Southeastern Illinois College with emphasis on preparation in mathematics, science, and communication and on integrating academic and vocational content.

This work is being done, for the most part, after school hours and so represents a substantial commitment by those involved. While each of these 45 people deserve recognition, space will allow us to name only the chairpersons and recorders.

Secretarial
Dave Johnson, Carmi--Chairperson
Karen Kilmer, SIC--Recorder

Computer Programming
Wendell McClusky, Harrisburg—Chairperson
Susan Justice, Gallatin County--Recorder

Electronics/Technology
Max Lude, Eldorado--Co-Chairperson
Russell Lane, SIC--Co-Chairperson
Janet Hughes, Hardin County--Recorder

These committees will have at least one member from each of the 10 schools noted above. One of the next objectives will be to invite business and industry representatives to take part in this effort.

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TECH PREP

January 1992

Illinois Tech Prep Background

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 provided a framework for the innovative educational reform initiative known as Tech Prep. This legislation was reauthorized with increased federal assistance for another five years, from July 1, 1991--June 30 1996. The purpose of the new act has been focused to a single economic mission: "to make the United States more competitive in the world economy by developing more fully the academic and occupational skill of all segments of the population."

The Tech Prep Education Act, a part of the new Carl Perkins, addresses the educational preparation of tomorrow's workforce. Beginning in the 9th or 11th grade, a sequence of integrated academic and vocational coursework is articulated with postsecondary requirements resulting in a two-year associate degree or certificate. Graduates of Tech Prep initiatives are expected to become preferred employees in tomorrow's demanding technical workplace.

" I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized. "

- HAIM GINOTT -

Why Do We Snub Students Who Aren't College-bound?

MILLIONS OF HIGH SCHOOL GRADUATES HAVE STEPPED FORWARD TO ACCEPT DIPLOMAS. SOME MARKED THE OCCASION WITH A SIMPLE WALK. MANY OTHERS MARCHED PROUDLY. A FEW SAUNTERED DEFIANTLY, A FEW MORE SHUFFLED SELF-CONSCIOUSLY, AND ONE STUDENT AT OUR HIGH SCHOOL ROLLED ACROSS THE STAGE IN A WHEELCHAIR.

CONTRAST THE RICH WARMTH OF THAT UNIFYING SCENE WITH A CHILLING BRAND OF DISCRIMINATION WHICH EACH YEAR QUIETLY TAKES ROOT IN MANY OF OUR MINDS NOT LONG AFTER U.S. HIGH SCHOOL GRADUATES EVERYWHERE DISPERSE TO FOLLOW THEIR DREAMS. SUCH DISCRIMINATION IS, ALAS, UNIQUELY AMERICAN.

IF A LONG STANDING TREND CONTINUES, SOME 62% OF THE NATION'S 1991 HIGH SCHOOL GRADUATES, THE CLEAR MAJORITY, WILL NOT PURSUE A COLLEGE EDUCATION. AND BECAUSE THEY WON'T, IT'S NOW COMMONPLACE TO DISMISS THEM AS NOT BEING VERY AMBITIOUS, OR WORTHY OF OUR PRAISE AND ENCOURAGEMENT. NO, THOSE ACCOLADES, PLUS SCHOLARSHIP DOLLARS, ARE RESERVED FOR THE 38% OF HIGH SCHOOL GRADS WHO WILL TROT OFF TO THE HALLS OF IVY.

WHY DOES THIS ATTITUDE PREVAIL? CERTAINLY IT'S NATURAL TO WANT OUR OFFSPRING "TO DO BETTER" THAN WE DID. BUT AMONG FAMILIES OF MANAGERS AND WHITE COLLAR WORKERS ESPECIALLY, IT'S AXIOMATIC TO EQUATE "DOING BETTER" WITH A COLLEGE EDUCATION. IT'S AN ILLOGICAL THOUGHT LACED WITH SNOBBERY AND IRONY.

AT LONG LAST, THE NATION IS COMING TO REALIZE THAT OUR ECONOMY NEEDS TO MAKE THINGS TO FUNCTION PROPERLY, AND THAT IT NEEDS BOTH SKILLED HANDS AND SKILLED HEADS TO MAKE THEM.

"...TRY TO REMEMBER THE LAST TIME YOU HEARD ANYONE SERIOUSLY URGE A BRIGHT, HANDY YOUNGSTER TO EVEN CONSIDER BECOMING A SKILLED TRADESMAN."

ACCOMPANYING THIS REALIZATION IS AN INDISPUTABLE FACT: NOT EVERY HIGH SCHOOL STUDENT WHO MARCHES TO "POMP & CIRCUMSTANCE" HAS THE INTEREST OR EVEN THE NEED TO MASTER, SAY, DIFFERENTIAL EQUATIONS ANY MORE THAN ANYONE WHO DRIBBLES A BASKETBALL WILL ASPIRE TO EMULATE THE ATHLETIC ARTISTRY OF A MICHAEL JORDAN. THERE IS ALSO AN AWARENESS THAT U.S. INDUSTRY SOON FACES A SEVERE SHORTAGE OF SKILLED WORKERS, PLUS FRESH INTEREST IN APPRENTICESHIP PROGRAMS AND WORKFORCE TRAINING INITIATIVES.

YET TRY TO REMEMBER THE LAST TIME YOU HEARD ANYONE SERIOUSLY URGE A BRIGHT, HANDY YOUNGSTER TO EVEN CONSIDER BECOMING A SKILLED TRADESMAN. WHAT PROMPTS THE RELEGATING OF BLUE COLLAR JOBS TO JOBS OF THE LAST RESORT?

"WE HAVE NEGLECTED THE NON-COLLEGE-BOUND STUDENT CONTINUOUSLY. THE RIGOR AND STRENGTH OF PROGRAMS FOR THE MAJORITY OF OUR STUDENTS AREN'T WHAT THEY SHOULD BE, AND THAT'S NOT RIGHT," INSISTS CURTIS E. PLOTT, EXECUTIVE VICE PRESIDENT AND CEO OF THE AMERICAN SOCIETY FOR TRAINING & DEVELOPMENT AND A FORMER TEACHER IN LOS ANGELES. "JUST BECAUSE YOU DON'T GO TO COLLEGE DOESN'T MEAN YOU'RE NOT HIGH-STANDARD."

July 1, 1991, Industry Week

GETTING BUSINESS INVOLVED IN TECH PREP: AN INTERVIEW WITH ROYCE ANGEL, OPERATIONS MANAGER FOR BELL SOUTH COMMUNICATIONS

Q: How can business/industry help?
A: Just ask them--we can help with resources and guidance, and we can serve on committees. Business and industry can get involved by:

*giving equipment
*staff development
*funding a specific project
*fund-raising
*giving the keynote speech at Tech Prep meetings
*providing curriculum guidance

Business just wants to know how it can help. We don't want to take over the teaching or the curriculum, we just want to help out education and the community--which in turn works to serve our needs.

Q: Why is it important to get business involved in Tech Prep?
A: If you get business to buy into Tech Prep, they can't help but support it. Business can provide a certain amount of vision and leadership to make things happen. They can be a real driving force, but they need to be educated on Tech Prep and on what their local school districts are doing.

Q: Whom do you see benefiting from Tech Prep?
A: Everyone benefits! The students learn that they can succeed--that they can be anything they want to be! Teachers have new tools and techniques with which to work, and business/industry get a better-prepared workforce. As far as your local businesses are concerned, this is going to benefit the mid-size and small businesses the most. I mean the ones that can't afford to pour their resources into the training and retraining of their work force. I'm only said that there are enough larger organizations involved in education to help fund some of the Tech Prep effort for the smaller companies. Tech Prep gives educators and business people a chance to do something different.

DID YOU KNOW WE LEARN...

10% OF WHAT WE READ

20% OF WHAT WE HEAR

30% OF WHAT WE SEE

50% OF WHAT WE BOTH SEE AND HEAR

70% OF WHAT IS DISCUSSED WITH OTHERS

80% OF WHAT WE EXPERIENCE PERSONALLY

95% OF WHAT WE TEACH TO SOMEONE ELSE

William Glasser

Cooperative Learning Groups	Traditional Learning Groups
Positive interdependence	No interdependence
Individual accountability	No individual accountability
Heterogeneous membership	Homogeneous membership
Shared leadership	One appointed leader
Shared responsibility for each other	Responsible only for self
Task and maintenance emphasized	Only task emphasized
Social skills directly taught	Social skills assumed and ignored
Teacher observes and intervenes	Teacher ignores group functioning
Groups process their effectiveness	No group processing

THE TECH PREP GOAL

MORE THAN 75% OF ALL STUDENTS WILL COMPLETE A COLLEGE OR TECH PREP COURSE OF STUDY. THE TECH PREP CURRICULUM WILL INCLUDE HIGHER LEVEL APPLICATIONS-BASED MATH COURSES (ALGEBRA, GEOMETRY) HIGHER LEVEL APPLICATIONS-BASED SCIENCE COURSES (PHYSICAL SCIENCE, BIOLOGY, PHYSICS, CHEMISTRY) HIGHER LEVEL APPLICATIONS-BASED ENGLISH COURSES AND UPGRADED VOCATIONAL/TECHNICAL COURSES WHICH WILL EMPHASIZE SCIENTIFIC PRINCIPLES/CONCEPTS, THE INTEGRATION OF BASIC ACADEMIC SKILLS, PROBLEM-SOLVING AND CRITICAL THINKING SKILLS, TEAMWORK SKILLS, AND STATE OF THE ART TECHNOLOGY. THESE HIGH SCHOOL GRADUATES WILL ENTER AND COMPLETE POST-SECONDARY EDUCATION PREPARED TO FUNCTION EFFECTIVELY AS CITIZENS, FAMILY MEMBERS, AND WORKERS.

TECH PREP

PREPARING STUDENTS FOR THE TWENTY-FIRST CENTURY

ADVANCEMENTS IN TECHNOLOGY HAVE BROUGHT BROAD, SWEEPING CHANGES TO THE WORKPLACE. CONCEPTS LIKE COMPUTER-INTEGRATED MANUFACTURING, WORK CELLS, STATISTICAL PROCESS CONTROL, JUST-IN-TIME INVENTORY CONTROL, PARTICIPATORY MANAGEMENT, ERGONOMICS, EMPLOYEE INVOLVEMENT AND CUSTOMER SERVICE, TO NAME A FEW, HAVE BECOME COMMONPLACE IN TODAY'S WORK SETTINGS.

THE APPLICATION OF THESE CONCEPTS REQUIRE A NEW SET OF SKILLS AND PRESENT A NEW CHALLENGE FOR EDUCATORS. THE WORKPLACE AND THE HEALTH OF OUR ECONOMY DEMAND A LABOR FORCE THAT POSSESSES NOT ONLY ADVANCED TECHNICAL SKILLS, BUT STRONG ACADEMIC SKILLS AND INTERPERSONAL SKILLS, AND A WILLINGNESS TO CONTINUE TO LEARN. A TASK THIS FORMIDIBLE CANNOT BE ACCOMPLISHED WITHOUT THE COOPERATION AND PARTNERSHIP BETWEEN ACADEMIC AND VOCATIONAL/TECHNICAL EDUCATORS AND BUSINESS/INDUSTRY PARTICIPANTS.

MARK YOUR CALENDARS!!

The Illinois State Board of Education will be sponsoring regional teacher training workshops on applied academic curricula in June 1992. Two-day workshops will be offered at each location in:

- Applied Biology/Chemistry
- Applied Communication
- Applied Mathematics
- Principles of Technology

Dates and locations for the 3 regional workshops are:

June 8-9 Waubonsee Community College, Sugar Grove, IL

June 9-10 Lincoln Land Community College, Springfield, IL

Week of June 15-19 Rend Lake College, Ina, IL

Pre-registration information will be distributed by March 15, 1992. A $25.00/person registration fee to cover the cost of materials, supplies and meals is anticipated.

For further information, contact:

Sandy Mercer

Illinois State Board of Education

100 North First Street

Springfield, Illinois 62777

217/782/4620

LOCAL UPDATE

The local tech prep development committees (secretarial/business, computers, principals of technology) are picking up steam following a productive meeting in January. Some 30 members attended a weekend retreat (February 21 & 22) in Evansville to hear Bruce Ricklin describe the tech prep program he heads in Bloomington, Indiana. This was one of the first such programs in the country. On Saturday, the 22nd, Pat Wilson, a teacher in that system, and Mr. Ricklin presented an interesting program on various learning (and teaching) styles with an emphasis on cooperative learning techniques.

The next two meetings of these committees are critical for the success of our local tech prep project. On April 2 (at Shugglers Restaurant), in addition to the regular work session, 4:30-6:30 p.m., a short program (1 hour) will be added after dinner. We have invited three high school teachers who have been using some form of applied academics to give us the "nitty gritty" of what they are doing and how it is working.

Dick Stritzel, Math at West Frankfort
Sue Woodfin, Science at Benton
Sheri Hunter, English at Carterville

This session should be quite helpful as we plan for next year.

A second tech prep committee meeting has been set for April 23, same time, same place with the added attraction after dinner being a meeting with business and industry representatives.

We will conclude our first year with a meeting in May.

SIVS - SIC - EWWW

TECH PREP

March 1992

What is Tech Prep?

While the new act prescriptively defines tech prep, there are many misconceptions. It is not the new name for vocational education as many seem to think. It is not a 4-year program that must lead to an associate degree as again seems to be the perception. Tech prep is not exclusively only for "high-tech technologies" as some would lead you to believe. The act says in sec.347(3), "the term, tech-prep education program means a combined secondary/postsecondary program...carried out under an articulation agreement...consist(s) of 2 years of secondary...and 2 years of higher education, or an apprenticeship program of at least 2 years following secondary instruction with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field..." and leads to "...effective employment placement or transfer of students to 4-year baccalaureate degree programs..." (Congressional Record, 101st Congress, 2nd Session, September 25, 1990, p. 790-791).

In the most simplistic terms, tech prep is an articulated educational program of 2 years high school and 2 years postsecondary preparation which includes a common core of math, science, communications and technologies designed to lead to an associate degree or certificate in a specific career field. It may include many other things. It can be a 2+2, a 4+2 or a 2+2+2, etc.

What is more important than the definition, is how tech prep is viewed. If tech prep is viewed as just another vocational program which becomes a dumping ground for students who cannot make it in the college-bound tract, then tech prep will just be another vocational education initiative that has failed.

COMMUNIQUE

Office of Regional Superintendent of Schools
Gallatin-Hardin-Pope-Saline Counties
John W. Wilson, Regional Superintendent
Dr. Linda L. Blackman, Assistant Superintendent

October, 1991 Edition Volume II

KUDOS TO OUR "ALL STARS"

Each year the State Board of Education conducts a search for people in the field of education who have achieved "All Star" status. This program is called "Excellence in Education" and the selection process is quite rigorous. Many are called but few are chosen.

This past year Region 23 was honored to have not one, not two, but three of our folks selected for this singular award. They are:

Mary Jean Rice, Adm. Secretary, Eldorado Unit Office
Pam Bramlet, English Teacher, Harrisburg High School
Herman Adkerson, Superintendent, Pope County Unit

To these three people go our congratulations for "Excellence in Education."

SOMETHING NEW AT POPE COUNTY JUNIOR HIGH

A new feature of the Pope County Junior High newspaper will be a "Student of the Month" award. The selection will be made by the junior high teachers on the basis of outstanding performance or improvement in academics, extra-curricular activities, behavior or all of these factors.

TECH NEWS UPDATE

Upcoming Events

10/29/91 Evening with Apple
John A. Logan College, 4:00-6:30 p.m.

11/14/91 Evening with IBM
John A. Logan College, 4:00-6:30 p.m.

If you are interested in attending either of the above programs, please let me know and I will send you a registration form. The registration fee is $5.00.

PV Novice and Electronic Learning are making free subscriptions available to interested educators. If you would like to receive a free copy of either of these publications send me a note with your name and mailing information. PC Novice is a magazine for beginning IBM and IBM compatible users.

Submitted by Martha McCreery

ELDORADO HAPPENINGS

Egyptian Education Service Center, in cooperation with area Regional Superintendents, has obtained a substantial grant which will enable them to select 10 pilot attendance centers in order to evaluate the level of student achievement in science, math and technology. EESC has entered into a partnership with Eldorado Elementary School (one of the 10 attendance centers) to work cooperatively toward training staff in various instructional skills, content knowledge and program implementation strategies to enhance student outcomes. A core set of intensive staff development programs, as well as in-service materials, and a networking system will be utilized. Mr. Steve Nelson has selected a group of teachers to help him coordinate this pilot program. Under their leadership, we are certain of the success of the program. We feel this is the logical next step following the OASIS grant.

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During the 1991-92 school year the inflatable planetarium called "Starlab" will be traveling to Eldorado Elementary the week of March 2-6.

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Comments from many junior high school parents regarding classroom management are very encouraging. Mr. Cox, with Board approval, instituted the Assertive Discipline Program. It is imperative to maintain order and have a good learning environment in the classroom. Mr. Cox's leadership and the junior high school teachers participation in this program has made it very successful.

= = = = =

The Infant Care Center has been funded again this year. We are being advised by the funding agency that we have a problem: too few infants. We like this problem. It was a difficult decision for the Board to approve a few years ago when High School Principal, Carroll Phelps, made the recommendation to open the center. Many people said we would be sending the "wrong" signal to young people. However, when the center opened it was almost filled to capacity and now the numbers are extremely low. Many people are not aware of the counseling services that go along with this program from Egyptian Health, Parents-Too-Soon, etc. Teenage mothers existed long before we opened the center and exist in schools without centers. The question remains: should these girls have an opportunity to complete school, get a job and pay taxes or possibly be on welfare for the rest of their lives.

= = = = =

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Eldorado Unit #4 is always trying to expand and improve programs on substance abuse. We are this year again pleased to have the Lion's Quest Program at the junior high school. We have this program because of the financial backing and commitment to health education of the Eldorado Lions Club.

=====

We continue with the DARE program at the elementary school and have expanded it to involve the high school. The staff of the Eldorado Daily Journal decided in the summer to give Unit #4 a school page in every Saturday's newspaper during the school year. This is an opportunity to tell the public about the many good things happening in our classrooms. It is also an opportunity to publish student work.

=====

Education faces many challenges but together we can successfully overcome any obstacles to educating our students.

All Articles Submitted by Steve Nelson

AND THE SURVEY SAYS...

As I was cleaning out some files last week I came across this survey of what teachers perceived to be their needs if they are to become fully professional in bringing about a quality education for students.

1. More Money - for salaries, materials and teacher aids.
2. Fewer Students - current class sizes or class loads are too heavy.
3. Freedom to Teach - without constant interruptions and with full support in discipline and maintaining high standards.
4. A Sound Curriculum - one that is well organized, comprehensive and articulated with tested instructional materials and the best technology aids.
5. Appreciation For & Understanding of What They Do - expression of appreciation by adults (as well as students) such as administrators, parents and citizens.
6. Planning Time - time to think, plan and refresh themselves away from students.
7. Capable Leadership - from boards & administrators.

This is a comprehensive list and an expensive one which will possibly never be achieved completely but if we are interested in providing quality education for our children, these are worthy goals for which we must strive.

Submitted by Jack Simmons

WORDS TO LIVE BY...

There are two lasting bequests we can give our children -- one is roots...the other, wings!

SPECIAL OLYMPICS EVENTS TO BE HELD IN HARRISBURG

Harrisburg will be the site for the FY92 Area 22 Special Olympics Track & Field Events. The events will be held at the Harrisburg High School Track on May 1, 1992. Jim Collins, Athletic Director of Harrisburg High School, will serve as Event Director for the games.

Area 22 is made up of seven counties in southeastern Illinois which include Gallatin, Hamilton, Hardin, Pope, Saline, Wayne and White Counties. There are 304 registered athletes, 24 agencies and 27 registered coaches.

The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of olympic-type sports for all children and adults (eight years and up) with mental retardation. This training gives them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participation in the sharing of gifts, skills and friendship with their families, other Special Olympians and the community.

The spirit of Special Olympics is expressed by the network of volunteers who support every aspect of the Special Olympics program from fund raising to coaching athletes and officiating at Special Olympics games. The volunteers include high school and college students, members of civic and fraternal groups, amateur and professional athletes, sports officials, coaches, teachers, parents and retired persons.

For more information on how you can help, contact Nancy Ortiz, Area 22 Director, Box E, Hood Center, Norris City, IL 62869 or phone (618)378-2131.

TECH-PREP OFF AND RUNNING

A total of 68 people attended the two institute sessions concerning Tech-Prep. A series of workshops will soon be scheduled as a follow-up to the institute sessions. Those in attendance will receive further information as more sessions are scheduled.

DEADLINE FOR NEXT ISSUE

November 6, 1991

UPCOMING HOLIDAY

Veteran's Day - November 11

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COMMUNIQUE

Office of Regional Superintendent of Schools
Gallatin-Hardin-Pope-Saline Counties
John W. Wilson, Regional Superintendent
Dr. Linda L. Blackman, Assistant Superintendent

November, 1991 Edition

DECEMBER 6 INSERVICE

On Friday, December 6, a half-day inservice (1:00-3:00 p.m.) will be held at the three following locations:

West Side Cafetorium - Harrisburg
All K-3 Teachers - Calculator Workshop
Pat Brey, Presenter - Each teacher will receive the Sharp, TI-108, solar powered calculator designed for grades K-3. Each teacher will also receive a manual, a poster and a set of classroom materials. Everything one needs to bring this instruction to the classroom will be provided.

East Side Cafetorium - Harrisburg
All 4-6 Teachers (junior high science, too)
Mini Microscope Workshop
Jack D. Simmons, Presenter - Each teacher will receive a 30 power Tasco mini microscope and a comprehensive teacher handbook which contains experiment work sheets, lesson plans, puzzles, quizzes and review sheets. The mini microscopes have great value in developing excitement and curiosity for science and in encouraging young people to actively pursue "hands on" science.

These two workshops will be reversed on January 17, 1992.

Gallatin County Educational Complex - Junction
Teachers in grades 7-12 - Tech Prep Workshop
Dr. Richard Hofstrand & Jack Rawlinson, Presenters

At no other time in history has it been so important for American schools to educate every student, 11/8/9111/8/91so educators, politicians, and business leaders repeatedly insist. Yet, critics charge, American schools serve only one population of students well: the college bound.

Fully half of all students do not attend college, however. These students–the so-called "forgotten half"–are allowed to drift through the system without gaining the skills that desirable jobs require.

Vocational education is responding to the challenge. Two major trends in the field hold promise, experts say: the integration of academic and vocational content (applied academics), and the development of tech prep programs that link high school and post-secondary study.

The success of tech prep is dependent on bringing together academic and vocational teachers, secondary and post-secondary teachers and private sector representatives.

Dr. Hofstrand will present an overview of this new process. Jack Rawlinson will then review our regional tech prep grant and what it means to our teachers.

Pope County Happenings

The October student of the month selected by the junior high teachers is Cheryl Butler. She is an eighth grade student in Mrs. Bowman's homeroom.

Pope County Parent-Teacher Conferences were held on October 28. The conferences provided an opportunity for parents to meet teachers and see examples of student work. School officials were pleased with the large attendance.

Eldorado PTO Fundraiser Results

Eldorado PTO has totaled up its profits from an October fund raiser where over $10,000 in profit was raised. Plans are to purchase playground equipment for elementary children with the money. Shredded up sidewalls of tires will be used for cushioning underneath the equipment. Equipment to be purchased will probably be the type where everything is connected. After selection has been narrowed to four or five choices, elementary students will have the final vote on which equipment is purchased. The staff at the elementary building feel very fortunate to have such an active PTO and appreciate their generosity toward the children.

Submitted by Steve Nelson

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K-14 MATHEMATICS CONFERENCE

ILLINOIS COUNCIL OF TEACHERS OF MATHEMATICS
Serving Teachers of Mathematics and Computer Science

Southern Illinois University at Carbondale

Conference will be held 8:00 a.m. - 2:00 p.m., Thursday, February 20, 1992 at the Student Center, SIU, Carbondale. Registration fee is $25 which includes continental breakfast, midmorning snack/refreshments, and luncheon.

Luncheon speaker will be Ms. Iris Carl, Houston TX, President, National Council of Teachers of Mathematics (NCTM). Ms. Carl will speak on "The NCTM Standards and Equity: Raised Levels of Performance."

> There is a serious mismatch between the mathematics our students are capable of learning and the mathematics they are taught. This lack of congruence limits opportunities to reach their full potential. The common belief that not all students can learn mathematics condemns a generation to failure. This presentation will describe shifts in content and practice conveyed in the Standards that undergird the vision of quality mathematics programs for "every" student.

Sessions for:

-Primary/Intermediate
-Junior High
-Senior High
-Community College

Topics:

-Open-ended problem solving (all school levels)
-New reform movement in mathematics (all school levels)
-NCTM's new Curriculum and Evaluation Standards (all school levels
-NCTM's new Professional Standards for Teaching Mathematics (all school levels)
-Higher order thinking skills (all school levels)
-Geometry (all school levels)
-Teaching algorithms in elementary school
-Teaching mathematics through music (elementary)
-Teaching mathematics through science (elementary)
-Teaching mathematics through writing (all school levels)
-Data collection and analysis (elementary/middle school levels)
-Middle Grades Mathematics Program (MGMP)
-Concrete manipulatives in teaching mathematics (elementary/middle school)
-Use of the Japanese Soroban (abacus) (elementary /middle school)
-Calculators (TI-30 Explorer and TI-81) in teaching mathematics (middle/high school)
-Cooperative learning in the classroom (all school levels)
-Computers in teaching mathematics (secondary)
-Mathematics teaching in Japan and China (elementary/junior high)

There will be three (3) sessions beginning at 8:45 a.m. and culminating in the luncheon with Ms. Carl speaking.

Exhibits:

Textbook Series Teaching Materials Workbooks Software

For further information contact Sandy Rhoads, Div. of Continuing Education, SIU, Carbondale, (618) 536-7751.

Christa McAuliffe fellows may use fellowships awarded for projects to improve education including:

a. Sabbaticals for study or research directly associated with objectives of this part (e.g. items b, c, and d) or academic improvement of the fellows;
b. Consultation with or assistant to LEAs, private schools, or private school systems other than those with which the fellow is employed or associated;
c. Development of special innovative programs;
d. Model teacher programs and staff development.

FUNDING

The United States Department of Education has announced Fiscal Year 1992 funding availability for Illinois is $34,800. The maximum allowable amount for a fellowship is $34,800; the minimum is $17,400. The Secretary of Education "urges statewide panels to award fellowships in the maximum amount."

PROGRAM AUTHORITY

The Christa McAuliffe Fellowship Program was originally authorized under the Human Services Reauthorization Act, P.L. 98-558, in October, 1984. The previously unfunded National Talented Teacher Fellowship Program was renamed in honor of Christa McAuliffe in 1986. The legislation for its enactment is the Higher Education Act (HEA) of 1965, Title V, Part D, Subpart 2 as amended by the Higher Education Amendment of 1986.

ELIGIBILITY

Full-time public and private elementary and secondary school teachers who are citizens or permanent residents of Illinois are eligible to apply for fellowships through the Illinois State Board of Education. A teacher may receive a fellowship for a period of up to 12 months and may not receive one for any two consecutive years.

FELLOWSHIP APPLICATION

To apply for a fellowship, a teacher must submit the enclosed application including a proposal requesting support for an educational project or program. The application must include two recommendations from teaching peers, a recommendation from the principal, and a recommendation from the superintendent on the quality of the proposal and its educational benefit. Prior to final submission of the application and proposal to the Illinois State Board of Education, the teacher must forward them to the appropriate LEA or private school system for the required recommendations. When complete, the teacher should send the application and proposal (accompanied by all required recommendations) to the address listed below. It should be received in the Department of Governmental Relations, Illinois State Board of Education, no later than 3:00 p.m., Monday, December 2, 1991.

SELECTION OF FELLOWS

The fellowship recipients will be selected by a seven-member statewide panel representative of teachers, school administrators, parents,and institutions of higher education appointed by the Governor's Office in consultation with the State Superintendent of Education.

REQUIREMENTS FOR FELLOWSHIP PARTICIPANTS

A fellowship recipient must return to a teaching position in his/her LEA, private school, or private school system for at least two years following the completion of the fellowship. In addition, each recipient shall keep any records and submit any reports required by the Secretary of the U.S. Department of Education.

PLEASE MAIL TO:
Illinois State Board of Education
ATTN: Jim Custer
100 North First Street (W-465)
Springfield, IL 62777-0001

INCLUDE THE FOLLOWING IN YOUR MAILING
1) Completed Application
2) Proposal
3) Recommendations to include:
   A) Two Peers
   B) Principal
   C) Superintendent

BEST COPY AVAILABLE

Springfield, Illinois 62777-0001

APPLICATION FOR CHRISTA MCAULIFFE FELLOWSHIP PROGRAM

Attach this application to front of full proposal and mail to the above address. Please feel free to duplicate this application for dissem to teachers.

PROPOSER'S FULL NAME	SOCIAL SECURITY NUMBER	HOME TELEPHONE
STREET ADDRESS	CITY	ZIP CODE
SCHOOL/ATTENDANCE CENTER NAME		TELEPHONE
STREET ADDRESS	CITY	ZIP CODE
SCHOOL SYSTEM/DISTRICT NAME		TELEPHONE
STREET ADDRESS	CITY	ZIP CODE

GOAL OF PROPOSAL

ABSTRACT OF PROPOSAL (125 to 150 Words)

ESTIMATED BUDGET

ENCLOSED RECOMMENDATION FROM: (Include two peers, principal and superintendent)

ISBE 77-02 (10/91)

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COMMUNIQUE

Office of Regional Superintendent of Schools
Gallatin-Hardin-Pope-Saline Counties
John W. Wilson, Regional Superintendent
Dr. Linda L. Blackman, Assistant Superintendent

January, 1992 Edition

TECH PREP PROGRESSING

The Newly expanded Tech Prep Program Committees held a busy and productive session on January 9 in Harrisburg. Some 45 teachers, counselors, and administrators from SIC and the nine high schools it serves have embarked on a three year program designed to reach the following objectives:

1. Develop Principles of Technology/Electronics, computer programming, and secretary science programs at the nine area high schools and SIC, with emphasis on preparation in mathematics, science, and communications and on integrating academic and vocational content.

2. Establish a plan for implementing and expanding the Tech Prep program to all vocational programs in the nine area high schools.

3. Provide staff development activities for high school and college academic and vocational instructors who will be teaching courses in the program and assist them in developing a complementary program of academic and vocational coursework.

4. Improve access in rural areas to new developments in business and industry by analyzing the equipment needs at the high schools and at SIC and developing a plan for sharing equipment, facilities, staff, and resources.

5. Initiate an awareness program in middle and high schools for students and counselors that will focus on job opportunities in the southeastern Illinois region.

MADD Contest

During the month of January, sixth graders at Hardin and Pope County Grade Schools will be participating in a poster contest. The contest is sponsored by MADD. First place winners from each school will be sent to compete at the national level. This year's theme is "MAKE ALL THE RIGHT MOVES - DRIVE SOBER!" Names of winners and prizes received will be announced in February.

LAP/SIP NEWS

High school principals and guidance counselors are wrestling with the problems involved in administering the required local and state tests in reading, math, writing, and science to all juniors this spring. To accomplish this with minimal disruption in the school is no easy task.

All students in grades 3, 6, and 8 will also be given those same tests but their schedules usually permit classroom testing or at least provide a little more flexibility in scheduling than the high school does. A good testing environment and schedule will result in higher test scores.

CARRIER MILLS STUDENTS PREPARE TO VOTE

The Carrier Mills Grade School students are joining other students, in the State of Illinois, who are preparing for an election.

The candidates are books from the list of Rebecca Caudill Young Readers' Book Award.

To be eligible to vote, a student must have read or heard three or more books from the list of twenty.

After reading three or more books, each student will receive a certificate of participation and one vote.

The school will also receive a certificate with the name of the book voted most outstanding by the students of our school.

Several students in grades five through eight will be casting their ballots.

The sixth grade class taught by Jim Bynum will be casting their ballots as a unit--the only class to do so. Not only does Mr. Bynum encourage his students to read, he reads to them.

Four state organizations sponsor this award which is presented to the author of the book voted most outstanding in the state.

The winner will be announced in March.

Public Education
Ensuring America's Future

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New Education Accountability Act

Governor Jim Edgar has signed sweeping school recognition and improvement legislation designed to help Illinois' K-12 school districts better educate the state's 1.9 million students.

The new Education Accountability Act empowers the State Board of Education to work closely with school districts by providing consultation and technical assistance to improve the quality of education for every student. The new law assumes that every child in Illinois can and will learn.

The new law, passed by the General Assembly last spring, is part of a growing national trend toward greater accountability in the public schools. The Illinois law, however, takes accountability a giant step further by providing for real school improvement through state assistance.

"We believe this new law," says IEA-NEA President Lee Betterman, "will better focus state efforts on improving our schools rather than just monitoring the situation with a checklist. As educators, we welcome this effort to make our schools better."

Leading state education officials are hailing the new law.

State Superintendent of Education Bob Leininger has called the new law "the most important single piece of education legislation" in years, and he noted that the multi-faceted Illinois program goes far beyond the "single-test mentality" gripping the nation.

State Board Chair Louis Mervis also praised the new program: "This law brings greater accountability to the state's school evaluation process, which has not seen any major changes in nearly 50 years.

"Under the new system," he added, "state recognition will be based on school improvement and student learning, rather than solely on compliance."

The new law, State Board officials point out, builds on the state's 1985 education reform measures that included student and new teacher testing, teacher evaluation, school "report cards," and state learning goals.

Under the new law:

* The State Board will develop standards for measuring performance by schools and school districts. Among the indicators will be test results, student attendance, and graduation rates.
* Parents and communities will be provided with additional information to determine how schools are performing.
* Schools whose students perform at high levels or improve significantly will be rewarded through recognition, independent operation, and a minimum of state visitations.
* Schools that fail to meet the standards will be placed on an "academic watch list" unless the State Board determines there are special circumstances.
* School districts that have one or more schools on the watch list will be required to specify steps to be taken to improve performance.

The State Board will be empowered to provide technical assistance to school districts, local school councils, school improvement panels, and independent authorities in such areas as curriculum, instruction, student performance, staff effectiveness, school and community relations, and parental involvement.

School Scares

The U.S. Bureau of Justice Statistics has released some chilling numbers on fear of crime affecting students between 12 and 19. Some findings:

* About 24% of black students in central cities and 18% of white students feared being attacked going to and from school. Among suburbanites, 15% of blacks and 12% of whites said they feared such attacks.
* In central cities, 25% of white students and 22% of black students feared being attacked at school. In the suburbs, 20% of whites and 21% of blacks feared attacks.

Technology News Update

Upcoming Events - April 9, 1992 Tech Showcase
Holiday Inn, Marion, IL

Once again the Technology Staff of the EESC will be hosting the Technology Showcase. The fifth annual Showcase will feature 15 presentations and a variety of vendor exhibits. Mark Your calendar for April 9, 1992. Registration information will be available next month.

The Center for Technology in Education will be conducting a survey on telecommunications use in the classroom. Anyone interested in participating in the survey should contact Margaret Honey, Center for Technology in Education, Bank Street College, 610 West 112 St., New York, NY 10025.

The newly formed Illinois Distance Learning Network (IDLN) was established to promote and provide information on a wide variety of distance learning technologies for use in districts. Anyone interested in membership, which is $30.00 per district, should contact Larry Marsh, ESR Supt., IDLN, Bureau County Courthouse, Princeton, IL 61356

The St. Louis Area Dairy Council is looking for 2nd and 3rd grade teachers to participate in a new pilot nutrition curriculum. Interested teachers should contact Laura Hellman, St. Louis Dairy Council, P.O. Box 878, Murphysboro, IL 62966, phone (618)684-2421.

Submitted by Martha McCreery, EESC
Technology Consultant

UPCOMING HOLIDAYS

January 20	Martin Luther King Day
February 12	Lincoln's Birthday

DEADLINE FOR NEXT ISSUE

February 14, 1992

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REGIONAL MEDIA LIBRARY
VIDEOS AND RELATED MATERIAL

1/1/92

LIBR # TITLE DESCRIPTION LEVEL

VHS-471 Insights- Experiments with Mini-Microscopes

4 parts, total 50 minutes
Pt. I-20 min., Pt. II-12 min, Pt. III-14 min., Pt. IV-4 min.

VHS-472 What's Wrong with Beer

This hard hitting documentary takes a critical look at what beer really is: a potentially addictive and destructive drug.
25 min. 7-12

VHS-473 Drug Danger: In the Body

Focuses on the 2 most common user-gateway drugs, marijuana and alcohol, as well as cigarettes and discusses the effects each has on various organs of the body.
12 min. 4-9

VHS-474 Drug Danger: In the Brain

This video helps students understand why drugs are so dangerous. Uses colorful animation to explain the 2 major parts of the brain and how drugs can change the way each part works. The program provides concise scientific explanations that will empower students to reject drug abuse.
12 min. 4-8

VHS-475 Drug Danger: Easy to Start, Hard to Stop

Using true to life situations students are likely to encounter, this video provides realistic methods young people can use to prevent taking what could be their first step on the path to drug addiction.
12 min. 4-8

VHS-476 Saying No to Smoking (Donated by SIVS)

Youth Guidance Video that combines comedy, drama, music, peer-education and role modeling into a lively format that captivates and challenges young viewers. Teaches children an important lesson which contributes to self-discipline, decision making skills, sense of responsibility and ability to get along with others.
28 min. Elem.

VHS-477 Dealing with Feelings (Donated by SIVS)

Tuggie Turtle discovers the importance of being honest about his emotions instead of hiding his fears.
28 min. Elem.

VHS-478 Being Responsible (Donated by SIVS)

Rhonda Bird faces a tough choice between having a good time and being responsible to her friends. She makes the right choice and feels good about herself.
28 min. Elem.

VHS-479 Co-Operation (Donated by SIVS)

Moose learns how to work in harmony with other people. He discovers the benefits of cooperating and learns what it takes to be a cooperative person.

#2577-Book CDL-Test Study Book Series - General Knowledge

Safe driving practices all commercial drivers should know.

#2578-Book CDL-Test Study Book Series - Passenger Transport

Bus drivers must have the Passenger Endorsement on their CDL.

#2579-Book CDL-Test Stucy Book Series - Air Brake

Self-teaching manual to help bus and truck drivers prepare for the CDL Air Brakes Test. You must pass this test to drive a venicle with air brakes.

#2580-Book Reading, Writing and Language Arts 1987
Curriculum Software Guide

A comprenensive listing of software for reading, writing and language arts for grades 6-12. The guide lists publisher information and program descriptions.

#2581-Book EXCEL in Business 1985

Workbook for use with MicroSoft's spreadsheet program Excel.
789 pgs. MicroSoft Press

#2582-Book IBM Software Directory 1991

Complete listing of IBM software by keyword and program title.

#2583-Disk TestWise - Preparing for the SAT 1988

TestWise helps prepare students for the SAT by telling them what to expect and giving test-taking tips. The set of computer disks provices practice and immediate feedback for each type of SAT question and includes a sample test which was given in recent years.
College Board Apple //-5.25

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COMMUNIQUE

Office of Regional Superintendent of Schools
Gallatin-Hardin-Pope-Saline Counties
John W. Wilson, Regional Superintendent
Dr. Linda L. Blackman, Assistant Superintendent

April, 1992 Edition

THE FINE ARTS

Thanks to the 43 teachers and administrators from our seven school districts who took part in the initial LAP/SIP work in the fine arts area (music, art, drama and dance.) If the attitude and interest of those 43 people are valid indicators of successful projects, these should be excellent, indeed.

Thanks, too, to the superintendents who allowed school time for this endeavor.

While making the rounds working with the fine arts committees, I discovered several innovative ideas that various schools are using to enhance the overall LAP/SIP process. The use of scantron scoring machines, the use of computers to help record and analyze data and the improvements in testing schedules and environments, to name a few.

The increased involvement and interest of principals are also welcomed improvements. I feel, too, a more serious commitment for school improvement with less fear and frustration with the process itself.

Thanks to all.

Submitted by Jack D. Simmons

TECH NEWS UPDATE

Upcoming Events

4/30/92 - Shawnee Library System
Automation/Technology Fair
John A. Logan College

Summer workshop plans are being finalized and the registration information will be distributed in the next few weeks. Watch the spring edition of the Tell-A-Gram for a complete listing of workshop offerings.

Submitted by Martha McCreery

UPCOMING HOLIDAYS

Good Friday, April 17, 1992

DEADLINE FOR NEXT ISSUE

May 8, 1992

GALLATIN COUNTY HAPPENINGS

Mrs. Jean Vinyard has a student teacher in her second grade class at Gallatin County Unit #7 this spring. Her name is Rusty McGowan and she has a fine arts degree from Washington University, St. Louis, and is currently completing her elementary certification from the University of Southern Indiana.

Mrs. McGowan says she enjoys teaching and getting to know the students in the class. She also says that the staff is very professional and they have made her feel welcome.

Submitted by Jean Vinyard

TECH PREP LOCAL UPDATE

The local Tech Prep Development Committees (secretarial/business, computers, principals of technology) are picking up steam following a productive meeting in January. Some 30 members attended a weekend retreat (February 21 & 22) in Evansville to hear Bruce Ricklin describe the tech prep program he heads in Bloomington, Indiana. This was one of the first such programs in the country. On Saturday, February 22, Pat Wilson, a teacher in that system, and Mr. Ricklin presented an interesting program on various learning and teaching styles with an emphasis on cooperative learning techniques.

The next two meetings of these committees are critical for the success of our local tech prep project. On April 2, in addition to the regular work session, a short program was added after dinner. Invited to speak were three high school teachers who have been using some form of applied academics in their classroom.

The second Tech Prep Committee meeting has been set for April 23 at Smugglers Restaurant, 4:30 - 8:30 p.m. An added attraction after dinner will be a meeting with business and industry representatives.

We will conclude our first year with a meeting in May.

Submitted by Jack D. Simmons

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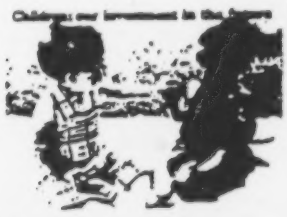
SIUC Head Start
925 Giant City Road
Carbondale, Illinois 62901

FAMILY DAY
GIANT CITY PARK LODGE
MAKANDA, ILLINOIS

TO PROMOTE PUBLIC AWARENESS OF EARLY INTERVENTION

JOIN US SATURDAY, MAY 9, 1992

11:00 A.M. - 2:30 P.M.



WORKING

TOGETHER

FOR

CHILDREN

PLEASE ACCEPT OUR INVITATION

As we provide an opportunity for you to join other families and the Early Childhood Community in a Public Awareness event to promote the funding of Early Intervention Services.

WE NEED YOUR SUPPORT

JOIN US FOR A GREAT TIME

*** FREE LUNCH
*** $50.00 CASH PRIZE
*** CLOWNS, BALLOONS, STORIES AND MUSIC
*** OPPORTUNITY TO TALK WITH YOUR LEGISLATORS
*** ICE CREAM SOCIAL

FAMILY DAY, SATURDAY, MAY 9, 1992, SUPPORTING EARLY INTERVENTION
(FILL OUT AND RETURN TO AGENCY)

NAME:_____

ADDRESS:_____

PHONE:_____

Attending NO. of Adults_____ NO. of Children_____
Ages of Children_____Do you need transportation YES_____ NO_____
Other special needs:_____

SPONSORED BY: Regional Early Intervention Service System and Southern Illinois University Head Start Program.

COMMUNIQUE

Office of Regional Superintendent of Schools
Gallatin-Hardin-Pope-Saline Counties
John W. Wilson, Regional Superintendent
Dr. Linda L. Blackman, Assistant Superintendent

December, 1990 Edition

WRITE ON, ILLINOIS

Last week another outstanding seminar on the "Write On, Illinois" system of teaching and assessing writing was attended by thirty-six teachers from our region. Pam Bramlet's presentation of that topic received excellent reviews by those present.

John Wilson, who sponsored this workshop, wishes to thank not only those busy teachers who attended but also those superintendents and principals who make the necessary arrangements for their attendance.

This workshop was the first wherein teachers in grades other than 3-6-8, who thus far have been responsible for the brunt of the LAP mandates, received this type of inservice. Now, with rare exceptions every teacher in grade 3-6 and every language arts teachers in grades 7-11 will have had this training. This was a monumental achievement and one which will result in an articulated, practical and teachable writing program being established for the pupils in the region.

Participants:

Gallatin County
- Richard Corse
- Mary Ann Evans
- Cindy Gott
- Brandon Henshaw
- Martha Horning
- Kathy Killman
- Diane King
- Karen Williams
- Mark York

Hardin County
- Carolyn Anderson
- Jolene Fowler
- Norma Green
- Charles Little
- Romaine Short
- Carol Walker

Pope County
- Ruthanne Bowman
- Shirley Bramlet

Galatia
- Cheryl Fulkerson
- LaDonna Triplett

Harrisburg
- Jane Adcock
- Diane Grace
- Frederick Harris
- Fran Herring
- Bob Hodson
- L.C. Kerley
- Carol Mocaby
- Loeva Raymer
- Dan Robertson
- Jane Simmons

Eldorado
- Carol Barnes
- Darlene Borders
- Marilyn McCallister
- Tim McGrath
- Myra Parish
- Sharon Roberts
- Judy Wilson

NEW CARL PERKINS BILL

The Carl Perkins Bill for vocational education has been passed and signed into law by President Bush. As with most new legislation, there is some good and some bad parts to the new bill.

On the negative side, the amount of federal vocational money will be determined by the number of low income students enrolled in each school. No other factors will be used in determining the federal funds flowing to each school. The number will be determined by the census count, not by a local head count. The formula will be to the advantage of high population areas rather than the rural areas.

Positives to the bill include the increase flexibility in spending money at the local level. Each school will complete a needs assessment and select programs to concentrate on federal spending. The federal money may be used for tutors, equipment, materials, staff development, etc. At the end of the year local accountability will be stringent.

The new bill will become a factor during the 1991-92 school year. You will be learning more.

? NEED 3 HRS. GRADUATE CREDIT ?

Several teachers have expressed interest in the Project TEACH class being offered this spring. This is a new/revised Project TEACH - the first to be taught in our area. It would be taught at East Side School in Harrisburg beginning the end of January for 12 weeks. Cost - $250. Day and time to be determined by the class. If you are

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Interested or have questions call Karen McClusky at East Side (252-8673) or home (253-4146). The class must have 15 students to make. Please let Karen know as soon as possible if you are interested so plans can be made. Graduate credit will be give through SIU.

WATCH FOR MORE INFO IN THE NEW YEAR.

ILLINOIS VOCATIONAL ASSOCIATION

The Illinois Vocational Associate (IVA) will be meeting in Peoria, February 14-16, 1991. The meeting was moved from Chicago to 'southern' Illinois to get increased numbers from outside of Chicago.

QAP funds are available to offset the cost of attending. Any vocational teacher or guidance counselor who wishes to attend should submit a travel form.

TECHNOLOGY NEWS UPDATE

Upcoming Events: Martha McCreery

1/31/91 - Process Writing with IBM
8:30 - 2:00 p.m. Carbondale High School

4/11/91 - Technology Showcase
8:30 - 4:00 p.m. - Marion Holiday Inn

IBM will be hosting a workshop focusing on using the computer in the Writing Process on Thursday, January 31, 1991 at Carbondale High School. Registration for this workshop is $15 and must be received no later than Monday, January 28. For registration information, contact your Advisory Council Member or call me.

The Apple Educational Grant guidelines for 1991 have been released and are available by contacting me at the Regional Office. The deadline for applying is January 11, 1991.

Region Wins Big in Computer Ideas at Work Contest!

The winners of the annual Computer Ideas at Work Contest have been announced and are as follows:

Honorable Mention - Teacher Utility Division
Darlene Hamilton - Hardin Co. Elementary

Honorable Mention - Classroom Division
Patricia Watson - East Side, Harrisburg

First Place -Classroom Division
Brenda Jerrell - West Side , Harrisburg

First Place - School Division
C.J. Harbison, Gary Wheeler, and Dan Yahne
Malan Jr. High, Harrisburg

Congratulations to all the winners and other entrants.

As most of you know, Apple announced new Macintosh models in October which will significantly impact the educational market. Some districts have just begun ordering the MAC LC, which has the capability to run Apple //e software in an emulation mode. As districts gain some experience with this new machine I will be reporting on their findings. In the meantime, if you would like any information on the new machines, please feel free to call.

WRITE ON, ILLINOIS II

A one day post graduate course for those teachers who have had the original two day 'Write On, Illinois' program has been scheduled for Wednesday, February 13, 1991 at the Gateway Inn in Muddy.

Pam Bramlet will present this program which will explore ways to teach and assess the expository and narrative writing skills called for in the State's LAP mandates.

In the event that enrollment exceeds 44, preference will be given to teachers in Grades 3-6-8-11. (This program will be repeated later in the year if the demand is evident or the lack of subs precludes the attendance of some teachers).

Registration forms have been sent to all superintendents and principals or you can call Jack Simmons at 253-5581 for one.

PROBLEM SOLVING

Below is a simple, practical approach to problem solving. It will work with any problem, large or small. Every student who completes high school should have a knowledge of problem solving techniques:

* Define the problem.
* List as many alternative solutions as possible.
* Determine possible outcomes for each solution (good or bad)
* Select one alternative
* Implement the solution
* Evaluate the solution and results
* Select a new problem and repeat.

MATHEMATICS

Experts Seek to Build on 'New Consensus' for Reform

Just more than a year after the National Council of Teachers of Mathematics (NCTM) issued new Curriculum and Evaluation Standards for School Mathematics, (Every High has a copy of this book, have you read it?) many experts are convinced that the document has helped to forge an unprecedented degree of consensus on the changes needed to promote mathematical literacy. Moreover, the huge multi-year task of translating this new vision into substantive reforms in curriculum, assessment, textbooks, and classroom teaching is off to a fast start, they say.

The apparent consensus on what to do comes none too soon. According to *Everybody Counts*, a 1989 report by the Mathematical Sciences Education Board (MSEB), three-fourths of all students leave school without having taken enough

math to satisfy college or career prerequisites. And, according to the most recent national assessment, only about 6 percent of America's 17-year-olds can solve math problems requiring multiple steps or use basic algebra.

DAIRY COUNCIL OFFERS NUTRITION, FITNESS PROGRAMS

The St. Louis Dairy Council is offering a pair of fitness and nutrition programs for elementary and junior high school students. The programs are intended to offer additional information to "Food...Your Choice," A Dairy Council program for grades one through six which is still in use in area schools.

One is "Super You: A Guide to Getting Fit and Staying Fit," and the other is "Smart Moves for Your Health." Both are available for permanent use by teachers on a complimentary basis."

"Super You" is designed for students ages nine through eleven or in grades three through six. Award-winning and endorsed by the American Academy of Pediatrics, it includes a student booklet with games, activities and snack recipes from the Four Food Groups and a Superkids poster. Its aim is to motivate youngsters to eat well and be physically active. "Super You" is available at no cost for one grade level district-wide, through an orientation.

"Smart Moves" is for home economics, health or science students in grades seven and eight. It includes a student booklet, poster and contemporary motivational videotype. In "Smart Moves," students keep food and activity records, analyze their eating and exercise patterns and plan for a nutritious diet and regular activity. "Smart Moves" is available for grade seven or eight at no cost, through an orientation.

For more information contact: Laura Hellman, St. Louis District Dairy Council, Box 878, Murphysboro, IL 62966 or call 618-684-2421.

FOCUS ON ASSESSMENTS

The Illinois Goal Assessment Program commonly called the Learning Assessment Plan/School Improvement Program (LAP/SIP), provides the structure and process whereby teachers and principals can improve instruction. Achieving those state goals, revising instruction, and rethinking the school curriculum along the lines of recent major reports in math and science depend on much more thoughtful means of assessing student progress than the widely used standardized multiple choice exams.

The use of other kinds of assessment is limited at present but is crucial to reforms in curriculum and instruction and to help all of us decide what makes a "good" school.

Multiple choice tests will continue to be used, however, for they do have many benefits; they are cheap and easy to administer; they are efficient, they are impartial, outside measurements; they provide bench marks for comparisons across groups and for measuring gains and they are valuable for planning remediation.

According to Ruth Mitchell, associate director of the Council for Basic Education and author of an upcoming book on student assessment, these are some of the common "alternative" assessments:

Writing tests. In these assessments, students are generally asked to write on assigned topics. Their essays or stories are then rated by teams of readers who assign grades according to standard criteria. To ensure agreement among judges, readers are trained and retrained throughout the process.

Open-ended experiences in math. Students are asked to solve problems that may have more than one right answer, and to explain their reasoning. For example: "James knows that 50 percent of the students at his high school are accepted to state colleges and 50 percent to private colleges. James believes this means he is certain to be accepted to college. Explain why James may be wrong." Such problems extend the notion of math proficiency far beyond just getting the right answer, says Mitchell.

Hands-on experiences in science. Students are asked to use manipulatives to show such skills as measuring and classifying. They are also asked to formulate hypotheses and to design and conduct experiments.

Portfolios. Portfolios are collections of student work, often showing the development of works in progress. Students usually choose the works included and offer reflections on them. Some portfolios also include other "indicators" of achievement, such as videotaped presentations, testimonials, lists of books read, and even test scores. Portfolios are most commonly used in writing, Mitchell says, but teachers are beginning to use them in math and science as well.

Culminating exhibitions. Students demonstrate that they have learned the content and skills required to pass a course or to graduate. An example is the Rite of Passage Experience at Walden III High School in Racine, Wis., which requires, in part, that seniors complete 15 oral and written presentations before a committee composed of staff, students, and an outside adult. Students who pass at least 12 of the presentations receive a diploma.

CORPORAL PUNISHMENT ON THE WAY OUT?

According to the Illinois Legislative Research Unit, corporal punishment has now been banned or limited in 20 states. Eight of those 20 states moved to restrict use of the paddle or other physical discipline just last year.

Illinois remains among the majority of states that still allow local schools to decide whether or not corporal punishment shall be allowed with one survey revealing that as many as 74% of the states school districts still allow the practice.

That situation might change earlier than you

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would think. Representative Preston introduced but failed to pass House Bill 2853 this past summer. Preston's bill would have established a state policy against use of corporal punishment in public and private schools and day care centers.

SAMPLE MATH TESTS FOR GRADE 11

The EESC received the following notification from the ISBE last week.

"Each ESC will receive a box of Grade 11 Mathematics Sample Books. Under a separate mailing ISBE will be sending a single copy of the Grade 11 Math Sample to all Superintendents, Principals, Math Department Chairs at high schools, and to all members of the Illinois Council of Teachers of Mathematics."

Jack D Simmons will make sure that every high school math teacher gets a copy.

RESEARCH REPORT AND REVIEW

* Twenty-five million Americans read below the 5th grade level.
* Thirty-five to forty million Americans read between the 5th and 8th grade levels.
* There are almost 100 million illiterate adults in the United States.
* Twenty-two percent of Illinois residents think education is the most important problem facing the state.
* 76 percent of Illinois citizens want to see spending increased for Illinois public schools, while only 30 percent support an extension of the tax increase as it stands.
* 73 percent of Illinois citizens would support a permanent increase in the state's income tax if it were earmarked for education.
* Americans will spend a record $384 billion on education during the 1990-91 school year. That figure includes local, state and federal dollar.
* School enrollment in the nation is approximately 60 million students this fall. Of that number46.2 million are in elementary and secondary education.
* The national average verbal score on the Scholastic Aptitude Test (SAT) has declined for the 4th consecutive year.

NOTE: Preceding information was obtained from Journal of the Society of Newspaper Design and the Education Digest.

SHAWNEETOWN GRADE SCHOOL

Shawneetown Grade School sent Christmas cards to our troops in the Middle East. The staff also sent two "care" boxes to our servicemen.

Mary Ann Patton
Librarian

NOVEMBER WEST SIDE MEDIA CENTER NEWS

Students at West Side celebrated Children's Book Week in November. Upper grade and lower grade students formed reading partnerships, as the theme "Read to Somebody Every Day" suggested.

Fifth and sixth grade students continued their computer studies in the Media Center. They began using word processing programs to create stories and reports.

Many teachers at West Side have participated in two computer workshops. Teachers attended a two day after school workshop on Appleworks word processing under the supervisor. A workshop on Print Shop was offered by West Side media specialist Jean Powell, for those teachers not already using this program.

Students at West Side earned a joystick in the M&M/Mars Computers for Schools program.

Fifth and Sixth grade gifted students have been using the new editing equipment at West Side to create a video program on T-shirts. This will be seen later this year on cable Channel 23.

Jean Powell
Librarian

Happy Holidays

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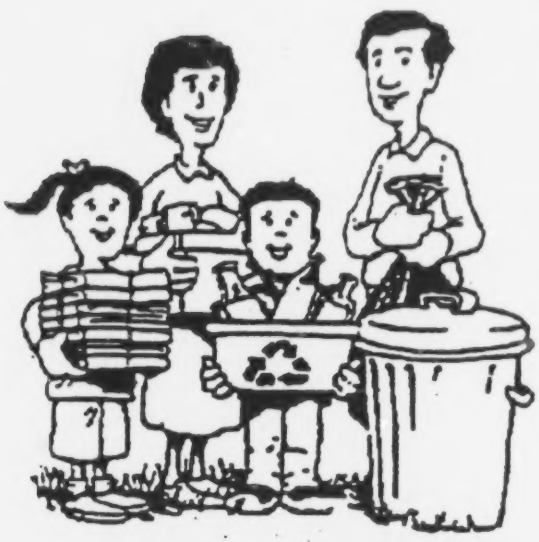
SOLID WASTE: FROM PROBLEMS TO SOLUTIONS

A Teacher's Handbook on Waste Reduction

Solid Waste: From Problems to Solutions, A Teacher's Handbook on Waste Reduction, includes teacher background information and easy-to-follow student activities for use in the classroom:

TEACHER BACKGROUND MATERIAL

- Solid waste problems and solutions
- Source reduction or precycling
- Recycling and Reuse
- Incineration
- Landfills
- Additional teacher resources



For FREE copies of *Solid Waste: From Problems to Solutions, A Teacher's Handbook on Waste Reduction,* contact the ENR Information Clearinghouse by calling 1-800-252-8955 or (217)785-0310.

(For Grades 3, 4 & 5)

STUDENT INTERDISCIPLINARY ACTIVITIES

Language Arts: Toss-It-Out-City — students hold a city council meeting to decide what to do with their garbage.

Mathematics: Home Garbage Survey — students track and chart their families' garbage for a week discovering recyclables and natural resources needlessly thrown away.

Social Studies:
Solid Waste Bulletin Board — students learn the concepts of reducing, reusing, and recycling by designing a bulletin board.

Fine Arts: In the Spotlight — students create songs, plays, and puppet shows involving solid waste solutions.

Science: Creative Compost Column — students build their own compost in a reused 2-liter soda bottle and chart their observations.

ENR
Illinois Department of Energy and Natural Resources

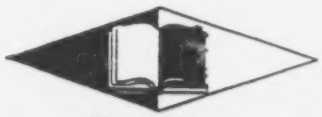
What Do Our 17-Year-Olds Know?

Mathematics

- 6 percent can solve multi-step problems and use basic algebra.
- 51 percent can compute with decimals, fractions, and percents; recognize geometric figures; and solve simple equations.
- 100 percent know some basic addition and subtraction facts, can add and subtract two-digit numbers, and recognize relationships among coins.

Science

- 7 percent can infer relationships and draw conclusions using detailed scientific knowledge.
- 41 percent have some detailed scientific knowledge and can evaluate the appropriateness of scientific procedures.
- 97 percent understand some basic principles—for example, simple knowledge about plants and animals—and 100 percent know everyday science facts.



Reading

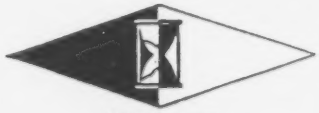
- 5 percent can synthesize and learn from specialized reading materials.
- 39 percent can find, understand, summarize, and explain relatively complicated information.
- 99 percent can comprehend specific or sequentially-related information, and 100 percent can carry out simple, discrete reading tasks.

Writing

- 27 percent can perform a persuasive writing task earning a rating of "adequate or better"; 3 percent earn the highest rating of "elaborated."
- 44 percent perform "adequate or better" on a piece of informative writing; 11 percent are capable of "elaborated" writing.
- 57 percent can complete a narrative writing task rated "adequate or better"; 7 percent earn the rating of "elaborated."

Geography

- 27 percent could identify likely areas of soil erosion using maps of elevation and rainfall.
- 53 percent of students are able to identify a cause of the "greenhouse effect."
- 85 percent can locate the Soviet Union on a world map, and 84 percent can identify countries in the Middle East from a series of lists.



History

- 5 percent are able to interpret historical information and ideas.
- 46 percent understand basic historical terms and relationships.
- 99 percent know simple historical facts.

The reading, mathematics, and science figures refer to the performance of 17-year-olds; the geography, history, and writing assessments tested high school seniors.

Source: National Assessment of Educational Progress reports: *Crossroads in American Education* (1989), *The Geography Learning of High School Seniors* (1990), *The U.S. History Report Card* (1990), *Learning to Read in Our Nation's Schools* (1990), and *Learning to Write in Our Nation's Schools* (1990).

APPENDIX L

TECH-PREP EQUIPMENT REQUEST

Programs: Secretarial/Computers/Technology/Tech-Prep/Communications

School: Harrisburg High School

1. Please describe the equipment being requested through the Tech-Prep grant. What is the estimated total cost of the equipment?

18	IBM/compatible 486 computers with 4 mb RAM, 80 mb hard drive, two 3 1/2" disk drives, mouse, SVGA color monitor--.28 dp, non-interlaced, super VGA card w/1 mb RAM, with DOS and installed software (windows, etc.)	2,000	36,000
2	IBM/compatible 486 computers with 4 mb RAM, 80 mb hard drive, one 5 1/4" disk drive, one 3 1/2" disk drive, mouse, SVGA color monitor--.28 dr, non-interlaced, super VGA card with 1 mb RAM, with DOS and installed software.	2,000	4,000
5	IBM/compatible 486 computers with 4 mb RAM, 80 mb hard drive, two 3 1/2" disk drives, mouse, SVGA color monitor--.28dp, non-interlaced, super VGA card with 1 mb RAM, CD-ROM drive, laser disk player, with DOS and installed software	3,500	17,500
4	24-pin printers with cabling required for multiple computer use	600	2,400
1	Laser printer w/required cabling	1,500	1,500
2	LCD Display Panels to be used w/CD ROM, laser disks	1,800	3,600
1	Full-page, flat bed scanner	2,500	2,500
2	Complete sets of each of the applied learning modules--archival copy and working copy		1,500

Software programs, site license agreements, etc.	15,000
Air conditioning equipment for Media Center	5,000
Furniture, carts, portable screens, tables for equipment/print stations	1.500
Materials to be used in the lab: floppy disks, printer ribbons, storage facilities, special paper/forms, plug strips, etc.	3,000
TOTAL COST	93,500

2. List all teachers, administrators, or others who were involved in the planning of the purchase. Describe each person's involvement.

---Judy Rann, business instructor, and Pam Bramlet, English instructor, were responsible for the actual writing of the plan.

---Marty Smith, industrial arts instructor, and Wendell McClusky, science/computer/math instructor, were instrumental in writing the specifications for the actual equipment.

---Martha McCreery, regional technical consultant, reviewed specifications for equipment and made suggestions for additional equipment and general improvement to the plan.

---Brenda Hafford, media specialist, was instrumental in making plans for the use of the media center for the lab. She provided valuable input about the logistics involved in its placement. She also provided assistance in making plans for actual use of the lab.

---Margaret Moore, unit media specialist, provided much needed support and encouragement throughout the preparation of this project. She contributed ideas and suggestions for all parts of the project. She provided valuable liaison between the writers and the unit administration.

---Gary Gordon, high school principal, reviewed plans for the proposal and discussed options with the writers throughout its preparation.

---Don Albracht, unit superintendent, provided support and input for the writers. He reviewed the final board of education proposal and assisted in the presentation of the proposal to the board.

---Gary Ellis, school board president, reviewed the final proposal before the school board meeting, clarified some issues, and assisted with the board presentation.

---All of the high school instructional staff were given the opportunity to review the proposal, to make comments, suggestions, express concern, and endorse the concept of the lab. Almost all of them signed the lab endorsement, and many of them offered comments which were incorporated into the plans. Department chairs reviewed and approved the proposed projects for each department.

---The entire Unit 3 school board was present for the formal presentation of the proposal, considered it, discussed it, asked questions, and gave unanimous consent for pursuing the project.

3. Describe the projects for which this equipment is being requested. The projects must include Tech-Prep concepts--applied applications, high tech, etc. Provide enough detail to show how the project and equipment mesh.

---The lab being requested is state-of-the-art and will accommodate software and any other desired use for many years. It will be placed in the school media center for access by all high school students.

---The community study which was commissioned by the school board last fall has recommended a computer lab and a Tech-Prep program for the high school.

---A senior-level class in communications has been created for the next school year. This class will cover the entire Tech-Prep Communications Program (modules and videos) and will make extensive use of the computer lab. It will have top priority for lab use. The business instructor will serve as a consultant in the planning of activities for this class for planning realistic writing projects. After the pilot year, the modules will be distributed throughout the English classes.

---All English instructors will review the applied materials during the year. Classes at all levels will incorporate the materials and use the computer lab for writing applications. Instructors will make grade-level decisions as to where the materials will be used.

---Drafting classes will use the lab along with CAD software. Although three computers are available in the classroom, the demand for them is high and use time limited. The lab equipment requested will support this software.

---Research projects in all academic/vocational areas will be carried out. Next year the media center will be a part of the Shawnee Library System; students will have computer access to its data bases. Since a modem is also available in the media center, other data bases will also be available. Students will be able to complete an entire project--from initial research using book references and/or data bases through to the final printout--in one location.

---Guidance counselors will use the lab for a series of interest inventories to assist students in career planning and course selection. Since many instructors from different fields include units in careers as part of their course content, these instructors will also make use of the software programs. A large variety of software regarding interests, study skills, aptitudes, job skills, etc., is available and would be valuable for Tech-Prep students as well as all other students.

---Plans are being made for an applied physics course which will make extensive use of the computer lab. Although the entire course will not be in place for the next school year, the lab will be used as much as possible in regular physics classes to test/evaluate materials. CORD-developed curriculum materials will be considered.

---Business classes will take advantage of the opportunities provided by the computer lab to complete projects in word processing--business letter writing, report writing, etc. The guidance software concerning job skills and aptitudes will be utilized by these classes as will the software for resume writing. Desktop publishing software will be used in conjunction with writing projects such as proposals and reports. Interrelated activities combining word processing, spreadsheets, and data bases will be assigned.

---The journalism staff will make use of the computer lab to produce copy for the yearbook and school newspaper. Desktop publishing software will be used extensively for page layout, graphics, and general word processing.

---Art classes will explore the vocational opportunities offered through the graphic arts. Desktop publishing and design will be utilized. The CD Rom/laser disk units will be used for study.

---Science teachers will examine the applied materials available and incorporate units in present classes where possible. The potential of applied classes will be explored. Software allowing simulated laboratory experiments using the computers will be purchased. Use of the computer lab will be made for research project reports.

---Special education instructors will examine the software that is available for special needs students, both academic (drill and practice) and vocational. They will explore the possibility of using the lab for testing/diagnostic purposes. Since everyone will be using computers, these students must also have learning opportunities in this area.

---Math teachers will examine the applied materials available and incorporate units in present classes where possible. The addition of applied classes will be considered. Software containing drill and practice materials will be purchased for remedial work in the lab. The use of the computers for complicated calculations will be explored.

---Social studies instructors will make use of the lab for reports. The CD ROM/laser disk players will be utilized.

---Building trades students will make use of software designed to prepare house plans and determine materials lists. In this way, practical math applications would be utilized.

---Agriculture students will make use of the multitude of software available in all areas of agriculture and ag business. The use of simulations will be expanded. Projection software will be utilized. This lab will complement the Apple computers already available in the department and will enable students to better prepare for region/state contests, since these materials come in IBM/compatible form.

---Foreign language students will make use of software designed for drill and practice. With the expansion of the global economy concept, the possibility of joint projects between foreign language students and business students will be explored. Business letters and/or reports will be written and prepared in Spanish/French.

---Consumer education students will make use of the computer lab to search data bases, write reports, use stock market simulations, etc.

---A committee of teachers from all departments will set up guidelines for the use of the computer lab and plan software purchases.

---Instructors in related areas would work toward a common planning period in order to plan and implement a viable Tech-Prep approach to the integration process.

---A series of in-service workshops would be planned for high school instructors to familiarize them with the operation and potential uses of the computer lab.

4. Give specific examples of proposed sharing of the equipment being requested naming departments and teachers.

ENGLISH DEPARTMENT

---Pam Bramlet will pilot the applied communications class with the all the applied communications materials and extensive use of the computer lab. She will also use the lab for writing with her other English classes.

---Lynda Clemmons will be using the lab with journalism classes. She will make use of word processing and desktop publishing. Her other English classes will use the lab for writing.

TECHNOLOGY

---Wendell McClusky will use the Principles of Technology units on Force, Work, and Time Constants, as well as the applied math units on Using Graphs, Charts, and Tables and Precision, Accuracy, and Tolerance in regular physics classes as he plans an applied physics class for the next year.

INDUSTRIAL ARTS

---Marty Smith will use CAD software in the computer lab so that all his students will have access to computers

BUSINESS

---Judy Rann will use her business students as "lab assistants" in helping English classes and other students with word processing. She will prepare a "style manual" to be used by all departments in the school as a guide for report writing. She will help plan and conduct in-service training for all high school staff for use in the computer lab.

MEDIA

---Brenda Hafford will serve as lab supervisor and coordinator. She will work will all departments in scheduling lab times. She will help plan and conduct in-service training for all high school staff for the use of the computer lab.

5. Is your school willing to provide matching money to purchase the equipment requested?

At the regular Unit 3 school board meeting on Tuesday, May 19, 1992, this proposal was presented by Judy Rann and Pam Bramlet with help from Brenda Hafford, Margaret Moore, Don Albracht, Gary Gordon, and Jack Rawlinson.

After a combined discussion and question/answer period, the board voted unanimously to pursue the project and present the proposal to the state.

6. Team (teachers, administrators, counselors) submitting equipment request:

NAME	TITLE	DATE
Woodell McClusky	Computer/Science Instructor	5/20/92
Brenda Hafford	Media Specialist	5/20/92
Pamela Bramlett	Eng. Dept Chair/Teacher	5-20-92
Judy Ramm	Bus Dept Chair/Teacher	5/20/92
Caryl Cradan	H.S Principal	5/20/92
Martin Smith	Industrial Arts Instr.	5-20-92
Margaret Moore	Vocational Director	5/20/92
Gary Lewis	School Board President	5/20/92
D.E. Allgood	Supt. of Schools	5/20/92

Tech Prep Equipment Release

Program(s) Secretarial

School(s) Carmi-White County High School

1. Please describe the equipment being requested through the Tech Prep grant. What is the estimated total cost of the equipment?

   Equipment requested:

   Eight station IBM/compatible secretarial computer network package.

   Estimated cost: $30,000.00

2. List all teacher, administrators, or others who were involved in the planning of the purchase. Describe each person's involvement.

   Dave Johnson - Vocational Director, Chairman of Tech Prep Secretarial Committee

   Tom Gholson - Junior/Senior Guidance Counselor, Member of Secretarial Committee responsible for articulation/scheduling

   Nancy Prather - Business teacher, Committee member, Info Processing/ Computer Coordinator

   Pat Fulkerson - English teacher, Committee member, Works with Mrs. Prather to integrate English/Business/Applied Communications

3. Describe the project(s) for which this equipment is being requested. The project(s) must include Tech Prep concepts--applied applications, high tech, etc. Provide enough detail to show how the project and equipment mesh.

   The CWCHS project will include integration of Business and English. One unit of Applied Communications will be taught each quarter to pilot a complete Applied Communications course to be implemented in 93-94. English students will receive computer instruction from Business teacher. Secretarial students will receive English mechanics instruction from the English teacher. The computer network will be shared during the project and Applied Communications. The network will also be available for use by our Industrial Technology instructor for Computer Assisted Drafting and Automotive Technology. Present scheduling would provide full usage during our eight period day. In addition, CWCHS also provides classrooms for Southeastern Illinois College's Carmi Campus. The computer lab would also be available for SIC night classes.

4. Give specific examples of proposed sharing of the equipment being requested naming departments and teachers.

See attached sheets

5. Is (are) your school(s) willing to provide matching money to purchase the equipment requested?

We have received approval to provide matching money to purchase equipment.

6. Team (teachers, administrators, counselors) submitting equipment request.

D.J. Johnson	5-20-92
Signed	Date
Tom K. Hudson	5-20-92
Signed	Date
Nancy Brantley	5-20-92
Signed	Date
Patricia A. Sullerson	5-20-92
Signed	Date
Signed	Date

\techprep\equip

GATHERING AND USING INFORMATION IN THE WORKPLACE
Module 2

Teachers: Mrs. Pat Fulkerson, English
Mrs. Nancy Prather, Secretarial

Goal

To introduce students to the types of information sources in the workplace and to introduce how to analyze an information need.

Introduction

I. Ask students to describe their experience with locating and using information. Example: Think about the last time you were uncertain about something or when you needed information to solve a problem or make a decision. How did you get the information?

II. Direct students to read the Introduction section on pages 1-2.

III. Introduce Video 2A: Locating and Using Information

IV. Explain that information can be organized into four areas: oral, written, visual, and electronic sources.

V. English teacher discusses Oral & written sources.

VI. Computer teacher discusses visual & electronic sources

A. Instruction on preparation of graphs
B. Prepare simple graph and print final product
C. Discuss why different graphs are used in marketplace.
D. Instruction on computer databases
E. Prepare simple database
F. Learn how to search, select, record, and evaluate information from database

VII. Share observations about techniques used to locate information.

PARTICIPATING IN GROUPS
MODULE 6

Teachers: Mrs. Pat Fulkerson, English
Mrs. Nancy Prather, Secretarial

I. Goal

To introduce students to the various aspects of effective group interaction and practice the use of effective communication and participation skills when they work in a group.

II. Introduction

A. Discuss the importance of group interaction in life and the workplace.
B. List examples of work groups they have observed.
C. Play group cooperation games.
D. Watch video 6 A.

III. English Teacher

A. Assign Thoreau Notebook.
B. Assign Individual Jobs.
C. Materials.
D. Preparation Time.

IV. Computer Teacher

A. Report Skills.

V. Evaluation

FOLLOWING AND GIVING DIRECTIONS
Module 7

Teachers: Pat Fulkerson, English
Nancy Prather, Secretarial

I. Goal

To introduce students to the skills necessary in successfully giving and following directions.

II. Introduction

A. Discuss the characteristics of effective direction.
B. Describe a systematic approach in giving and following directions.
C. Give examples of the use of effective communication skills in following and giving directions.

III. English Teacher

A. Gives oral directions concerning notebook purpose and requirements to group leaders.
B. Group leaders orally instruct their group.
C. Group assignment: Develop written direction using teacher example.
D. Evaluate for effectiveness in oral and written communication.

IV. Computer Teacher

A. Outlining Skills

V. Evaluation

COMMUNICATING WITH CLIENTS AND CUSTOMERS
MODULE 10

Teachers: Mrs. Pat Fulkerson, English
Mrs. Nancy Prather, Secretarial

Goal

To introduce students to the importance of effective consumer relations in the marketplace and the characteristics of effective communication with clients and customers.

Introduction

I. Discuss importance of clear, complete writing in the marketplace. Example: Ask students to consider "What can occur if

A. Sale dates incorrect
B. Inaccurate or confusing products or service.

II. English teacher

A. Discusses steps in writing
B. Lists various forms of communication
C. Give assignment - Assume role of employee and write letter to coaches announcing new merchandise.

III. Computer teacher

A. Gives instruction how to use equipment.
B. Discusses format - Appeal of writing, etc.
C. Type letters

IV. English teacher & computer teacher evaluate together.

A. Define product
B. Appeal of letter
C. Key ideas
D. Details

Carmi-White County High School 1991-92
Office Procedures Class

Tech Prep usage in place this year:

1. Spelling

   A. Rules
   B. Plurals
   C. Possessives

2. Grammar

   A. Sentence Fragments
   B. Subject-Verb Agreement
   C. Parallelism

3. Punctuation

4. Capitalization

5. Math

   A. Change fractions to decimals
   B. Calculate with fractions changed to decimals
   C. Change percents to decimal equivalent
   D. Change decimals, fractions, and percents to equivalents
   E. Find percentage, rate, and base
   F. Solve word problems using the percentage formula.
   F. Find discount amounts
   G. Find net prices and weries dicount amounts using discount complements.
   H. To use quantity pricing
   I. Find deductions and net pay for salaried employees.
   J. Find regular pay, overtime rates, overtime pay, and gross pay.
   K. To calculate simple interest
   L. To reconcile bank statement and checkbook

6. On the Job work experience - 2 weeks

   A. Mock interview
   B. Resume and letter of applications
   C. Actual job experience

CWCHS

TECH-PREP PROJECT

Keyboarding I - English I

Assignment-Write a descriptive paragraph using vivid words. The title of the paragraph will be "My Dream Car". Be sure to follow all grammar and mechanics rules.

Go to all the car dealerships in the town or area and ask for current car brochures. Be sure to tell them about the free sales pitch their cars will receive. A thank you letter is also appropriate.

Remember kids like sports cars and trucks. Students will enjoy looking at the pictures and reading the very descriptive information. They will then find it easier to write their paragraphs. Raffle off the brochures after the assignment is completed.

After the paragraphs are written, grade them as you would any English writing assignment.

The next step is to give them to the Keyboarding I instructor. These paragraphs are then typed by her class. Many of your students will have both classes and will be typing their own paragraphs. Extras may be assigned to other Keyboarding I students. The Keyboarding I instructor will reinforce many of the same grammar and mechanics skills being practiced in English I. She will also be teaching report writing skills. After proofreading and grading the project, the paragraphs are returned to the English I class.

The final step is to create a bulletin board for the front lobby display case. Use both the finished paragraphs and the brochures in your display. This publicity to the car dealerships is a good thing to mention in your plea for brochures or your thank you letter to each dealership. Recognition is also given to the tech-prep program and to individual students.

Tech Prep Equipment Request

Program(s) Principles of Technology

School(s) Gallatin County Unit 7

1. Please describe the equipment being requested through the Tech Prep grant. What is the estimated total cost of the equipment?

GEM 386SX-16 Computer System at $1,137.50
Panasonic KX-P1123 24-pin Printer at $245.00
Panasonic FDDPAN-JU475-4A 5 1/4 Disk Drive at $70.00

2. List all teachers, administrators, or others who were involved in the planning of the purchase. Describe each person's involvement.

Paula Franklin, Science Teacher: determining equipment
Pat Abell, Industrial Arts Teacher: determining equipment
Charles DePriest, Business/Computer Teacher: determining equipment, requesting bids
Mike Phelps, Principal: approval for local funds

3. Describe the project(s) for which this equipment is being requested. The project(s) must include Tech Prep concepts--applied applications, high tech, etc. Provide enough detail to show how the project and equipment mesh.

The Principles of Technology Committee has plans to implement the first unit of the Principles of Technology Program in each of the participating schools. This unit is to be used in the academic physics and physical science programs and in the vocational CAD program. This first unit deals with applications of vector and forces.

4. Give specific examples of proposed sharing of the equipment being requested naming departments and teachers.

The physics class (Paula Franklin, teacher) plans to use this unit so the students can have more of a hands on approach to physics. A toothpick bridge building project is planned showing uses of forces in stress points of bridges. The CAD class (Pat Abell, teacher)

in County, page 2

REP EQUIPMENT REQUEST

Education

High School

op view and front
the volume of materials
physical science class
to use this unit to
orces and vectors. By
t of the unit, the
ce using forces and

equipment being requested through the
at is the estimated total cost of the

n IBM or IBM compatible computers to be
r the Business Department and other
er needed equipment for the lab would be
electrical rewiring, and computer
We are also requesting air conditioning
t in proper operating condition.

lling to provide
equipment requested?

maintenance agreement should be
inal purchase contract.

r the above is $40,000.00.

our computer lab consists of ten stand-
We have five Epson Dot Matrix printers.
ition of ten more IBM computers
sent computers will better serve the
s and students at Eldorado High School.

ors, counselors) submitting

dministrators, or others who were
ning of the purchase. Describe each
.

5-20-92
Date

resentative, recommended computer
led an estimated cost.

5-20-92
Date

Watson, and Elizabeth Wargel, Business
the department's needs and wrote the
request.

5-20-92
Date

ntendent; Carroll Phelps, Principal;
on, English Teacher; O. B. Camp, Math
lson, Yearbook Advisor; helped in the
riculum using a computer lab to
s with business.

Date

(s) for which this equipment is being
ject(s) must include Tech Prep concepts--
, high tech, etc. Provide enough detail
ject and equipment mesh.

BEST COPY AVAILABLE

to show how the project and equipment mesh.

The Principles of Technology class includes in its course of study many units that involve principles of applied physics such as: hydraulics, pneumatics, electronics, mechanics thermal, optics, and lasers. Robotics and computer operated manufacturing can be simulated by software. This equipment will create an experimental applied physics laboratory.

Other classes, such as, physical science classes can utilize the computer equipment to include units that can be enhanced with purchase of software at district cost. This program will blend many areas of the vocational department and the science department. The English department will teach students to use correct formatting for reports, letters, and tables.

These computer packages will greatly advance the educational activities of the vocational education and science curricula.

4. Give specific examples of proposed sharing of the equipment being requested naming departments and teachers.

O. B. Camp, Physics teacher, will incorporate applied physics simulations, and introduce concepts in physics as they become relevant in the Principles of Technology course of study.

James Hill, Principles of Technology teacher, will simulate concepts of hydraulics, pneumatics, electronics, mechanics, thermal, optics and laser as they become relevant and pertinent.

Jane Barton, English teacher, will monitor the students written work on the computer whenever they utilize reports, letters, narratives of experiment findings, and tables that represent student' classroom experimentation.

Roger Upchurch, physical science teacher, will utilize the computers as a computer science laboratory to demonstrate specific scientific concepts as is necessitated by the course content.

David Drone, business and computer teacher, will monitor teacher and student progress in the development of their keyboarding skills and other computer-assisted skills needed to gain maximum utilization from the computer equipment.

5. Is (are) your school(s) willing to provide matching money to purchase the equipment requested?

The Eldorado Community Unit #4 is willing to provide matching money to the amount of $15,942.50.

6. Team (teachers, administrators, counselors) submitting equipment request.

signed	date
O.B. Camp	05/20/92
[illegible]	5/20/92
Jane Baxter	5/20/92
Roger Upchurch	5/20/92
David L. Drone	05/20/92
Carroll Ray Hefner	05/20/92
Larry F. Siebert	05/20/92

TECH PREP EQUIPMENT REQUEST

Program(s) Principles of Technology/Applied Physics

School (s) Eldorado High School - Eldorado, Illinois

1. Please describe the equipment being requested through the Tech Prep grant. What is the estimated total cost of the equipment?

   We are requesting ten (10) IBM or IBM compatible computer packages to be used in a network for the Principles of Technology and Applied Physics classes. Other needed equipment for the integration of these classes would be computer networking equipment and electrical connecting wiring.

   A support system and maintenance agreement should included in the original purchase contract.

   An estimated cost for the above is $31,885.00.

   The addition of ten (10) IBM computers networked would greatly enhance the integration of the Principles of Technology and Applied Physics classes. This project would create an Applied Physics lab that would blend the science department with the vocational department. The needs of the students and teachers would be better served by the acquisition of this equipment.

2. List all teachers, administrators, or others who were involved in the planning of the purchase. Describe each person's involvement.

   Tim Simmons, IBM Representative, recommended computer equipment and provided an estimated cost.

   James Hill, O. B. Camp, and Carroll Ray Phelps discussed the needs of the Principles of Technology project and wrote the Tech Prep equipment request proposal. The above group, along with Gary Siebert, Superintendent, David Drone Business and computer teacher, and Jane Barton, English Teacher; helped in the development of a curriculum using the computers to integrate the areas of Principles of Technology and Applied Physics.

3. Describe the project(s) for which this equipment is being requested. The project(s) must include Tech Prep concepts--applied applications, high tech, etc. Provide enough detail

The Yearbook and School Newspaper will be published using Desktop Publishing and WordPerfect on the IBM computers. Copy, layout, advertisements, and graphics can be produced using the IBM computer lab.

The Business Department's keyboarding class will provide instruction to the students on formatting rules, letters, and tables. The English class will instruct the students on the proper researching skills, then papers will be produced in the IBM computer lab.

The math classes will take concepts learned in the classroom and apply them through simulations in the computer lab; computer programming can also be applied to this academic area.

The basic accounting concepts will be taught in the classroom and the computer lab will be used for teaching computerized accounting. Also, the computer programming class will teach BASIC programming skills on the IBM computers.

4. Give specific examples of proposed sharing of the equipment being requested naming departments and teachers.

Jane Barton, English teacher, will have all students use the IBM computer lab for all writing assignments. WordPerfect 5.1 will be used by the students when using the lab for this purpose.

Mary Nelson, Yearbook advisor, will do all required layout, copy, etc., using a desktop publishing program in the IBM computer lab.

O. B. Camp, Math teacher, will incorporate math simulations, graphing programs, and spreadsheets into his daily lessons. Lotus 123 will be used for the spreadsheet portion of his teaching.

David Drone, Business teacher, will use WordPerfect 5.1, Lotus 123, and DBase IV in his computer applications classes. The South-Western Accounting program will be used for the computerized accounting. A keyboarding/typing program will be used by the beginning keyboarding classes.

Elizabeth Wargel, Business teacher, will use the Lotus 123 spreadsheet in her teaching of budgeting and money management. The computer lab can also be utilized for software simulations pertaining to consumer education. Applied Economics-JA will use IBM programs for record keeping in the operation of the student company. Also a

computer simulation provided by the Kellogg Corporation is used by the students in this class.

Applied Economics-Junior Achievement is a one-semester course introducing economics to high school students. The students organize and operate a "student company" by a computer management and economic simulation. This class is supported by the Chamber of Commerce and was partially funded by the Illinois Power Co. this school year.

5. Is (are) your school(s) willing to provide matching money to purchase the equipment requested?

The Eldorado Community Unit #4 is willing to provide matching money to the amount of $20,000.00.

6. Team (teachers, administrators, counselors) submitting equipment request.

Gary F. Siebert	05/20/92
Signed	Date
Carroll Ray Hopp	05/20/92
Signed	Date
David L. Deon	05/20/92
Signed	Date
Jane Barton	05/20/92
Signed	Date
O. B. Camp	05/20/92
Signed	Date
Mary K. Nelson	05/20/92
Signed	Date
Roberta R. Watson	05/20/92
Signed	Date
Elizabeth A. Warger	05/20/92
Signed	Date

\techprep\equip

Tech Prep Equipment Request

Program(s) Secretarial

School(s) Gallatin County Unit 7

1. Please describe the equipment being requested through the Tech Prep grant. What is the estimated total cost of the equipment?

GEM 386SX-16 computer systems at $1,137.50 each. No.: 21. Panasonic KX-P1123 24-pin printers at $245.00 each. No.: 5. Panasonic FDDPAN-JU475-4A 5 1/4 disk drive at $70.00 each. No.: 1. Altex MP401 switch boxes at $115.70 each. No.: 5. Altex PPC301-6 cables at $5.19 each. No.: 18. Computer systems include AT case with 200 watt power supply, 386 SX16(16 Mhz), 2 Megabyte RAM, 42 Megabyte hard drive, 1.44 Megabyte floppy drive (3 1/2 inch), VGA card with 1 Megabyte RAM, SVGA 14 inch color monitor, 101 enhanced keyboard Windows 3.1 with mouse, and DOS 5.0) Total Cost: $25,854.42 (Tri-State Business Equipment, Harrisburg, IL 62946)

2. List all teachers, administrators, or others who were involved in the planning of the purchase. Describe each person's involvement.

Charles B. DePriest, Business/Computer Teacher: A, B, C. Ronald Colbert, Business/Computer Teacher: C. Kenneth Hane Art/Computer Teacher: A, C. Andy Hopson, Superintendent: D. Martha McCreery, Regional Computer Consultant: A, B, C.

A= determining equipment/software needs
B= requesting bids
C= reviewing bids
D= approval for local funds

3. Describe the project(s) for which this equipment is being requested. The project(s) must include Tech Prep concepts--applied applications, high tech, etc. Provide enough detail to show how the project and equipment mesh.

Project I: This assignment will involve English III, English IVA, and Computer Applications classes. The English classes will write a term paper on an approved subject. All grammar and mechanics rules must be followed. The English teacher will collect and grade the papers. Then, the papers will be given to the Computer Applications teacher who will assign the papers to Computer Applications students. They will edit and print the papers for a grade. Their papers will then be graded by the Computer Applications teacher; their papers must not only follow report format rules, but also grammar rules, spelling rules, punctuation rules, etc.

Project II; Proofreading is an integral part of Computer Applications I (four hours of this class meet daily). Proofreading entails spelling, punctuation, grammar/sentence structure, style, content, and all concepts necessary for the proper use of English.

Project III: Computer Applications I students have several activities where they must compose as they input. These composition activities are a reinforcement for and an addition to the composition skills achieved in English classes.

Project IV: Mrs. King's English III class will input assignments at the computers utilizing Microsoft Works and IBM compatible computers. The students must utilize correct keyboarding techniques as learned in Computer Applications I. The techniques will be monitored by Mr. DePriest.

Project V: Mrs. Franklin's Chemistry I class will compose their first lab report on the computer. As Mrs. Franklin stresses content for the reports, Mr. DePriest will teach students input and editing skills using MicroSoft Works and IBM compatible computers.

Project VI: Mrs. Franklin's Chemistry II class will compose their first lab report using MicroSoft works. Mr. DePriest will be available to answer technical questions concerning the word processing software.

Project VII: Mr. Pankey's English III class will compose a research paper which will be keyboarded under Mr. DePriest's supervision. The class will use Microsoft Works, IBM compatible computers, and data input/editing skills learned in Keyboarding I and Computer Applications I.

Project VIII: Mr. Pankey's English III class will build composition skills using special software designed to teach composition skills. The students will use IBM compatible computers.

Equipment	Brand	Model Number	Price	Qnty.
Computer Systems*	GEM	386SX-16	$1,137.50	21
Printers (24 pin)	Panasonic	KX-P1123	$245.00	5
Disk Drive (5 1/4)	Panasonic	FDDFPAN-JU475-4A	$70.00	1
Switch boxes	Altex	MP401	$115.70	5
Cables	Altex	PPC301-6	$5.19	18

Total equipment bid (Tri-State Business Equipment): $25,854.42

* Includes AT case with 200 watt power supply, 386 SX16(16Mhz), 2 Megabyte RAM, 42 Megabyte hard drive, 1.44 Megabyte floppy drive (3 1/2 inch), VGA card with 1 Megabyte RAM, SVGA 14 inch color monitor, 101 enhanced keyboard, Windows 3.1 with mouse, DOS 5.0.

Software: Microsoft Works for Windows Academic 32-pack Dual Media, 0701250, $1,295.00.

Workbooks: 21 "Microsoft Works: Tutorial and Applications--IBM version" by Pasewark, Willis, and Pasewark from South-Western Publishing Company, DF19AB at $13.00 and a template DF19AH881 at $42.50.

		School Pays
Total Equipment Bid:	$25,854.42	$12,927.21
Total Software:	$1,295.00	$1,295.00
Total Workbooks:	$315.50	$315.50
Grand Total:	$27,464.92	$14,537.71

4. Give specific examples of proposed sharing of the equipment being requested naming departments and teachers.

Charles DePriest, Business Ed. and Dianne King, English: note projects I & IV. Paula Franklin, Science and Charles DePriest, Business Ed.: note projects V & VI. Mickey Pankey, English and Charles DePriest, Business Ed.: note projects VII & VIII.

5. Is (are) your school(s) willing to provide matching money to purchase the equipment requested?

Yes

6. Team (teachers, administrators, counselors) submitting equipment request.

Charles B. DeTreux — Signed — 5/8/92 — Date

Signed — 5-11-92 — Date

Paula Franklin — Signed — 5-11-92 — Date

Signed — 5-11-92 — Date

Signed — 5-15-92 — Date

Signed — 5-15-92

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Signed — 5-19-92

Tech Prep Equipment Request

Program(s) Principles of Technology/Electronics

School(s) Hardin County High School

1. Please describe the equipment being requested through the Tech Prep grant. What is the estimated total cost of the equipment?

Computer:	IBM Compatible with monitor	$1,800.00
	Projection Panel	$1,500.00
	Table	$200.00
	Printer	$350.00
Software:	Principles of Technology Unit 1 Force	$250.00

2. List all teachers, administrators, or others who were involved in the planning of the purchase. Describe each person's involvement.

Neal Cole, Superintendent
Dave Wiman, Counselor
Janet Hughes, Science/Electronics
Joe Hamon, Principles of Technology
Roger Hutchins, Math
Albert Kaegi, Science
Beverly Simms, Math

3. Describe the project(s) for which this equipment is being requested. The project(s) must include Tech Prep concepts--applied applications, high tech, etc. Provide enough detail to show how the project and equipment mesh.

The computer and software will be used to integrate practical application into the regular classroom. In the science department it will be utilized during the laboratory sessions to reinforce the relationship between force in the mechanical, fluid, electrical and thermal systems and their corresponding variables. In the math department these relationships will be used as examples of direct and inverse variations, linear relationships and hyperbolic functions (e.g. Ohm's Law and Boyle's Law). The materials will be used in the PT class in conjunction with materials already within our district. The counselor will use the equipment along with VCR materials already within our district to guide students with career choices and long term goals.

4. Give specific examples of proposed sharing of the equipment being requested naming departments and teachers.

The equipment will be available to the PT, electronics, science, and math departments during the time period that relevant topics are being covered. Some small classes, PT and electronics or pre-algebra and electronics, will be combined for various exercises to stress the relationship between the theory and the application of concepts dealing with force.

Electronics I and II - Janet Hughes
"Force in the Electrical System" (Lesson 3) will be used for the following topics:

1. Voltage
2. Relationship of voltage, current, and resistance
3. Ohm's Law
4. Work and power in the electric circuit
5. Alternating current

Principles of Technology - Joe Hamon
The implementation of the computer and software would be as follows:

1. General understanding of the material that is contained in the manuals.
2. Help with remedial students
3. "Filling in the gaps" for an absent student
4. Review and application of the Principles of Technology curriculum

Math Department - Roger Hutchins, Janet Hughes, Beverly Simms

Algebra I
Pre-Algebra
Math II

The following algebra skills will be given practical application:

1. Writing equations
2. Substitution of variables
3. Solving equations
4. Independent and dependent variables
5. Direct variations
6. Inverse variations
7. Linear relationships
8. Hyperbolic functions

Topics from the software packet will include:

1. Weight/mass relationship
2. Ohm's Law
3. Power/work relationship
4. Boyle's Law
5. Charles' Law

Science Department - Janet Hughes, Albert Kaegi

Physical Science

"Force in the Mechanical System" will be used with the chapters on force, work, and motion. The following topics will be covered:

1. Weight/mass relationship
2. Newtons/kilograms
3. Vectors
4. Scalar Quantities
5. Equilibrium

"Force in the Fluid System" will be used with the chapter on heat. Topics covered will be:

1. Pressure formula
2. Effect of heat and pressure on a gas
3. Boyle's Law
4. Charles' Law

"Force in the Electrical System" will be used with the chapter on electricity, covering the following:

1. Voltage/volts
2. Relationship of voltage, current, and resistance
3. Work/joules

"Force in the Thermal System" will be used with the chapters on heat and heat transfer. Topics covered will be:

1. Temperature
2. Heat
3. Celsius/Fahrenheit
4. Conduction/convection/radiation
5. Cooling/heating systems

Physics

Physics topics to be reinforced in each of the four systems are as follows:

"Force in the Mechanical System":
1. Mass/weight
2. Vectors
3. Torque

"Force in the Fluid System":
1. Pressure
2. Boyle's Law
3. Charles' Law
4. Fluids at rest
5. Fluids in motion
6. Thermal expansion of matter

"Force in the Electrical System":
1. Ampere/Current
2. Watt/Power
3. Ohm's Law
4. Transmission of energy

"Force in the Thermal System":
1. Equilibrium and Thermometry
2. Thermodynamics
3. Energy Transfer

General Science

The following general science topics will be covered using each lesson indicated:

"Force in the Mechanical System":
1. Weight/mass
2. Newtons/kilograms
3. Vectors

"Force in the Fluid System":
1. Pressure formula
2. Effect of heat and pressure on a gas
3. Boyle's Law
4. Charles' Law

"Force in the Thermal System":
1. Heat transfer
2. Celsius/Fahrenheit
3. Cooling/heating systems

5. Is (are) your school(s) willing to provide matching money to purchase the equipment requested?

Yes

6. Team (teachers, administrators, counselors) submitting equipment request.

Ann Wiseman, Counselor — Signed — 5/20/92 — Date

Janet Hughes, Science/Electronics — Signed — 5/20/92 — Date

Neal S. Cole — Signed — 5-20-92 — Date

Roger Hutchison — Signed — 5/20/92 — Date

Beverly Simms — Signed — 5/20/92 — Date

Joe Hamm — 5/20/92

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Albert T. Kreji — 5/20/92

Tech Prep Equipment Request

Program(s) Computer/Secretarial

School(s) Carrier Mills-Stonefort CUD #2

1. Please describe the equipment being requested through the Tech Prep grant. What is the estimated total cost of the equipment?

16	MAC LCII 4/40 with Apple IIe card	$21,808.00
16	RGB Monitors	$6,032.00
10	Imagewriters	$3,770.00
1	LaserWriter IIf	$2,519.00
4	Apple CD 150	$1,900.00
2	Apple 5.25 drive	$460.00
1	PC viewer	$895.00
1	LowHeat Projector	$995.00
2	Portable workstations (cart)	$600.00
1	LaserDisc Player	$735.00
1	Laser Barcode Tool Kit	$250.00
16	Microsoft Works (academic)	$1,540.00
4	Grolier Electronic Encyclopedia CD	$1,120.00
4	Point of View	$1,000.00
1	LaserWriter IIf controller card	
1	LocalTalk Locking Connector Kit	$630.00
10	Imagewriter II/LQ Local Talk Option	$973.00
2	AppleTalk Internet Router v2.0	$559.00
Total		$45,786.00

2. List all teachers, administrators, or others who were involved in the planning of the purchase. Describe each person's involvement.

Mr. Coleman, Chairman/coordinator
Mrs. Absher, needs assessment, polled teachers concerning needs; programming
Mrs. Cowger, needs assessment, reviewed business needs; Applied English.
Mr. Lippert, assessed needs within Math dept.; Applied Math
Mr. Williams, cost analysis, assessed needs of classes; Applied Math within industrial arts.
Mrs. Boatright, English teacher, Applied English
Mr. Hull, administration, coordinated activities between teachers, board, and regional vocational center.
Mr. Morgan, Applied science

3. Describe the project(s) for which this equipment is being requested. The project(s) must include Tech Prep concepts--applied applications, high tech, etc. Provide enough detail to show how the project and equipment mesh.

This project is designed to provide modern equipment for a rural high school thereby enabling the teachers to develop a Tech Prep course of study. This equipment is state of the art, but it is what the students will be using in the work force. We intend to set up a computer lab using the MAC's which will be available to all the teachers for use in their Applied classes. This project will mesh teachers and students in the Tech Prep concept through the use of Applied Math, Applied Communications, Applied English, Applied Physics, and Applied Science. We are in a very depressed area, and most of our students do not finish college, so the faculty is very enthusiastic about having the means to contribute within the Tech Prep program. Each teacher is committed to using this lab and the equipment provided to prepare these students for a worthwhile career and a good future.

4. Give specific examples of proposed sharing of the equipment being requested naming departments and teachers.

1. A concept is introduced, say linear graphing in Unit 16 of the Applied Math series. Using the MAC's graphic features, linear graphs could be constructed and put into a Field. As each group completed their graphing, a button could be used to show the field and thus the correct solution. (Mr. Coleman and Mr. Lippert). 2. With advances in multimedia and the program QUICKTIME, stacks could be developed professionally that would make all the Applied classes come alive which is the main objective of an effective TechPrep program--getting their attention. 3. Using Hypercard, integrate 3 Applied Math units in Pre-Algebra and Algebra I with Mr. Coleman. These stacks will be developed by the in-house programming class

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with Mrs. Absher. 4. There is the obvious implication of using the MAC in the TechPrep programming sequence--as a vehicle in using a modern language such as C+. 5. Sophomore year will add one semester Applied Communications by using TechPrep techniques utilizing Mrs. Cowger and Mrs. Boatright. 6. Use team teaching technique between Industrial Arts instructor, Mr. Williams, and math instructors, Mr. Coleman and Mr. Lippert, to develop a tech Prep course of study using the computer lab. 7. Science, math, and English teachers would interact through use of the lab to conduct experiments in science which would utilize the computer for Applied Math concepts and Applied English. (Mr. Morgan, Mr. Lippert, Mr. Coleman, Mrs. Cowger, and Mrs. Boatright.). 8. Hypercard stacks will be utilized for teaching Applied Math. 9. Accounting will be taught using microsoft works by Mr. Cowger, but this program will also be used by the Applied English classes and the Applied Science classes. (Mr. Cowger, Mrs. Cowger, Mrs. Boatright, and Mr. Morgan). 10. Computer literacy will be added to the required Freshmen course of study because we recognize how important computers are in the job market and that all students, especially Tech Prep students, must be familiar with the basic concepts so they will be confident in job interview situations, and then on the job, they will contribute. 11. Job application blanks will be stored on the hard drives and students in Applied English classes , or any of the Applied classes for that matter, will use the computer to fill them out. (Mrs. Boatright and Mrs. Cowger). 12. English classes will each do 3 units of Applied English using the computer lab or the portable equipment to produce a resume. (Mrs. Cowger and Mrs. Boatright). 13. History classes will integrate with the Applied English classes by using Point of View. (Mrs. Humm and Mrs. Cowger). 14. All classes will use the Grolier's Encyclopedia on the C D Rom to do the research papers. 15. Government classes will use tests stored on the hard drive to practice for mandatory State and Federal

Constitution exams. (Mr. Lane) 16. All students will benefit by using the Spellchecker and Grammar check. 17. All Applied classes will stress the importance of proper English both in speaking and writing. This will be reinforced through use of Microsoft Works. (all applied classes). 18. Advanced math classes will use the lab as a hands on means to teach Applied Math techniques--for example, constructing graphs, solving problems, and solving equations. (Mr. Lippert). 19. Speech classes will utilize the lab through research using the C D Rom software and through Prodigy. (Mrs. Absher). 20. Speech classes will use the printers through the word processing format of preparing speeches; this will include Microsoft Works. (Mrs. Cowger). 21. Prepare students for the ACT exam. (all teachers). 22. Expanded CAD use through the drafting program. This will benefit more students. (Mr. Williams). 23. Drafting students will use the computer room as a lab. (Mr. Williams). 24. Industrial Arts would teach applied math through use of the lab. (Mr. Williams and Mr. Coleman). 25. Industrial Arts students would be free to use the lab during study halls and lunch hour as would other students. 26. Team teaching through use of the lab to teach Applied English to the Industrial Arts students. 27. Team teaching through the use of the lab to teach Applied Math to the Industrial Arts students. (Mr. Williams and Mr. Coleman). 28. Hypercard stacks will be constructed to institute Applied Math. (Mr. Coleman and Mr. Lippert). 29. Lessons and illustrations can be put on Hypercard. (Mrs. Absher's class will do this for other classes.) 30. Using Hupercard, answers can be put into hidden fields. 31. Using an overhead projector device, these concepts can be presented to the class. Through the use of Fields and Buttons, this is individualized for group participation. (Mr. Coleman). 32. Word processing classes will be expanded and enhanced by combining Mrs. Cowger's word processing with Mr. Cowger's spread sheet. 33. With the mobility of a cart, the MAC could be available to all the classes using Applied materials. 34. In Freshmen year integrate Applied Communications using the computer lab with Mrs. Cowger and Mrs. Absher. 35. Industrial Arts would implement Applied math techniques through use of the computer lab. (Mr. Williams).

5. Is (are) your school(s) willing to provide matching money to purchase the equipment requested?

Yes

6. Team (teachers, administrators, counselors) submitting equipment request.

Richard Morgan — Signed — 5/21/92 — Date

Georgia Geiger — Signed — 5-21-92 — Date

Linda Allsbrook — Signed — 5-21-92 — Date

Charles Williams — Signed — 5-21-92 — Date

Mike Coleman — Signed — 5/21/92 — Date

Gloria Boatright — 5/21/92

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Raymond L. Lippert — 5/21/92

William E. Rice — 5/21/92

Tech Prep Equipment Request

Program(s) Tech Prep Curriculum Proposal

School(s) Pope County High School

1. Please describe the equipment being requested through the Tech Prep grant. What is the estimated total cost of the equipment?

15 IBM Computer Systems	$25,000.00
5 Large Carriage Printers	$2,250.00
Cabling	$600.00
Programs	$5,000.00

Some networked - some stand alones for movement to needed learning sites.

2. List all teachers, administrators, or others who were involved in the planning of the purchase. Describe each person's involvement.

Shirley Bramlet, Computer App. English
Wilda Young, English - Research Papers
David Simms, Agriculture
Hugh Thomas, Science
Michael Irwin, Principal
Leah Dugan, Unit Media Specialist

3. Describe the project(s) for which this equipment is being requested. The project(s) must include Tech Prep concepts--applied applications, high tech, etc. Provide enough detail to show how the project and equipment mesh.

We would like to apply for the 60/40 matching grant money. We envision the grant money being used to meet most or all of the following potential changes in our curriculum and course offerings.

1993 Install the IBM lab.

Purchase software and texts to revise Computer Applications. Will revise accounting classes to include one semester of work on computer-based accounting. Will begin development of a program of orientation for all high school students on a word processing program.

4. Give specific examples of proposed sharing of the equipment being requested naming departments and teachers.

Plans for computer applications within an IBM lab: 1992-93

Computer Application class will work with FFA and produce their program of work. Shirley Bramlet, David Simms.

Computer Application class will assist all entries to "Across These Hills". Shirley Bramlet, Wilda Young.

Computer lab will be available for composition class for processing and storing research papers. Application class will assist in the project. Shirley Bramlet, Wilda Young.

Agriculture projects will use lab to track sales and expenses on spreadsheet for their horticulture projects. David Simms, Shirley Bramlet.

Computer Application class will work with National Honor Society to produce all typed materials for a formal induction ceremony. Shirley Bramlet.

Computer Application class will produce mailing labels for secretarial offices for all mailing projects in school. Shirley Bramlet, Michael Irwin.

Will survey the surrounding business and state facilities to determine the most used software in the business fields and coordinate it with high school offerings. Shirley Bramlet, Michael Irwin.

5. Is (are) your school(s) willing to provide matching money to purchase the equipment requested?

The Pope County Board of Education voted on May 21, 1992, to support this project.

5. Team (teachers, administrators, counselors) submitting equipment request.

Signed	Date
Signed	5-21-92 Date
Signed	5-21-92 Date
Signed	5-21-92 Date
Signed	5-21-92 Date

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Tech Prep Equipment Request

Program(s) Principles of Technology/Computer Programming

School(s) Harrisburg High School

1. Please describe the equipment being requested through the Tech Prep grant. What is the estimated total cost of the equipment?

From: Curriculum Publications Clearinghouse

Applied Mathematics Units

#403 Unit 4 Graphs, Charts, Tables
#412 Unit 13 Precision and Accuracy

a.	Instructors Guide	$9.50
b.	30 Student Workbooks	$37.50
c.	Tape	$10.00
	2 @ $57.00=	$114.00

Principles of Technology Units

#295 Unit 1 Force
#296 Unit 2 Force

a.	Tape	$30.00
b.	30 Student Manuals	$90.00
c.	Teachers Manual	$15.00
	2 @ $137.00=	$270.00
	Combined Total=	$384.00

2. List all teachers, administrators, or others who were involved in the planning of the purchase. Describe each person's involvement.

Wendell McClusky - Tech Prep Program Committee Chair
Roscoe Paugh - Science Teacher
Tony Holler - Science Teacher
These people met as a committee at Harrisburg High School to consider possible science course revisions to include applied math and science modules in the existing curriculum.

3. Describe the project(s) for which this equipment is being requested. The project(s) must include Tech Prep concepts--applied applications, high tech, etc. Provide enough detail to show how the project and equipment mesh.

The project, at this point, is merely an integration of selected math and principles of technology modules into the existing science curriculum at Harrisburg High School.

4. Give specific examples of proposed sharing of the equipment being requested naming departments and teachers.

Modules would be utilized in the Physics classes and the freshman level physical science classes.. Wendell McClusky, Roscoe Paugh and Tony Holler would share the modules.

5. Is (are) your school(s) willing to provide matching money to purchase the equipment requested?

?

6. Team (teachers, administrators, counselors) submitting equipment request.

Signed	Date 5/20
Signed	Date 5/20/92
Signed	Date 5/20/
Signed	Date
Signed	Date

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Tech Prep Equipment Request

Program(s) Applied Communication/Computer Technology

School(s) Norris City-Omaha-Enfield High School

1. Please describe the equipment being requested through the Tech Prep grant. What is the estimated total cost of the equipment?

30 sets of Applied Communication Worktexts	$1,170.00
6 IBM PS/2 Model 30	$8,400.00
3 IBM PP II 2390	$1,050.00
3 Printer Cables	$60.00
Total Cost	$10,680.00

2. List all teachers, administrators, or others who were involved in the planning of the purchase. Describe each person's involvement.

Sandy Spence will help develop the Applied Communication course and teach it; will attend workshops concerning Applied Communication. Ron York will help determine which modules of Applied Communication can be used in Interrelated Occupations and teach them. Barb Mitchell will utilize the IBM equipment when teaching Computer technology courses; will be a resource for elementary teachers for teaching keyboarding skills. marry Ellen Mosby is a member of the Southeastern Tech Prep Grant Development Committee; will help plan integration strategies in the school; will teach secretarial classes with the IBM equipment. Mike Rosselli is a member of the Southeastern Tech Prep Grant Development Committee. As building principal, will supervise course development and integration activities.

3. Describe the project(s) for which this equipment is being requested. The project(s) must include Tech Prep concepts--applied applications, high tech, etc. Provide enough detail to show how the project and equipment mesh.

The Applied Communication Worktexts are being requested to complete the material needed to implement an Applied Communications course for the 1992-93 school year. Selected modules will also be used as teaching resources for Interrelated Occupation students. The IBM computer equipment will be used to update machines in the computer lab by replacing Apple computers. It will be used to teach Computer Technology, Secretarial and Information Processing courses which are targeted areas within the Southeastern Tech Prep Grant for developing integrated programs.

4. Give specific examples of proposed sharing of the equipment being requested naming departments and teachers.

Applied Communication: The student worktexts, instructors guides, and video tapes of the modules will be sued in a "Stand Alone" communication class taught by Sandy Spence in the English Department. Select modules concerning job application writing, resume writing, and interviewing skills will be taught in the Vocational Education Department by Ron York to students in an Interrelated Occupations class.

Computer Technology: The IBM computers and printers will be placed in a computer lab to replace an equal number of Apple computers. Barb Mitchell will teach Computer Concepts and Software Applications and basic programming skills in the lab through the Vocational Education Department. Each machine will also be used by students secretarial and information processing classes in the Business Department taught by Mary Ellen Mosby. The Apple computers being replaced will be assigned to the elementary school to be used by 6th, 7th, and 8th grade students to learn keyboarding skills.

5. Is (are) your school(s) willing to provide matching money to purchase the equipment requested?

Yes, C.U.S.D. #3 is prepared to provide the following for: Applied Communication - Instructor's Guides and video tapes for each of the 15 modules; Computer Technology - 3 IBM computers and 1 printer to match Tech Prep money to purchase 3 IBM computers, 2 printers, and 3 printer cables.

6. Team (teachers, administrators, counselors) submitting equipment request.

Mary Ellen Mosby Signed	5-20-92 Date
Sandra Spencer Signed	5-20-92 Date
Ronald York Signed	5-20-92 Date
Barbara Mitchell Signed	5/20/92 Date
Mike Bonelli Signed	5-20-92 Date

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Tech Prep Equipment Request

Program(s) Secretarial

School(s) Southeastern Illinois College

1. Please describe the equipment being requested through the Tech Prep grant. What is the estimated total cost of the equipment?

Two 80386 Microcomputers
with 100 MG Hard Drives
Mice and Modems

Estimated Cost: $6,000.00

2. List all teachers, administrators, or others who were involved in the planning of the purchase. Describe each person's involvement.

Karen Kilmer, Business Science Division Chair and Instructor; write specifications and submit purchase requisition. Leann Johnson, Bob Cummins, Dan Holt, Instructors; give input as to type of PC. Associate Dean for Technology, submit request to Business Office and board for approval. Dave Nudo, Marilyn Ellis, Joni Pulliam, Counselors; input as to type of PC.

3. Describe the project(s) for which this equipment is being requested. The project(s) must include Tech Prep concepts--applied applications, high tech, etc. Provide enough detail to show how the project and equipment mesh.

The new microcomputers will be used by the secretarial students to use interactive career guidance software to determine correct career path as well as look for options. This can also be use by high school students within the college district as a method of determining careers and college majors. Counselors assist students when Tech Business Faculty might not be available.

4. Give specific examples of proposed sharing of the equipment being requested naming departments and teachers.

This interactive guidance system could be utilized by all students in all disciplines. It could be located in the Learning Center which has hours for weekdays/nights and weekends. David Nudo, Director of Counseling, would have responsibility for overseeing this.

5. Is (are) your school(s) willing to provide matching money to purchase the equipment requested?

Yes

6. Team (teachers, administrators, counselors) submitting equipment request.

Karen Kilmer Signed	5/20/92 Date
David A Nudo PhD Signed	5/20/92 Date
Signed	Date
Signed	Date
Signed	Date

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Tech Prep Equipment Request

Program(s) Electronics/Principles of Technology

School(s) Southeastern Illinois College

1. Please describe the equipment being requested through the Tech Prep grant. What is the estimated total cost of the equipment?

1 IBM Computer with "Principles of Technology Unit One Force" software package and a color monitor suitable for classroom display on a portable storage system. $1,899.00

2. List all teachers, administrators, or others who were involved in the planning of the purchase. Describe each person's involvement.

Science, math and physics departments agree there is a need to spark more interest in students to apply what is learned and understand why it is necessary to make the correlation between theory and application. Technology instructors realize the need for continuity between programs and the need to develop new program areas.

3. Describe the project(s) for which this equipment is being requested. The project(s) must include Tech Prep concepts--applied applications, high tech, etc. Provide enough detail to show how the project and equipment mesh.

The introduction of applied applications using "Principles of Technology Unit One Force" in physical science or applied science course work will help students to understand the application of academic theory into its use in the world of work. This will give schools without P.T. programs a foundation to work from. Use of P.T. units in early sciences will reach the vast majority of high school students soon enough for them to benefit. This equipment acquisition will provide a medium to deliver, share, refine and develop applied teaching techniques.

4. Give specific examples of proposed sharing of the equipment being requested naming departments and teachers.

The equipment will be used in vocational programs of electronics mechanics and hydraulics when teaching the application of force theories in respective areas. The academic courses will use the equipment as a supplementary resource to reinforce and show the application of the theory taught.

5. Is (are) your school(s) willing to provide matching money to purchase the equipment requested?

To what extent it is possible

6. Team (teachers, administrators, counselors) submitting equipment request.

Russell Lane	5-19-92
Signed	Date
Bob Howard	5-19-92
Signed	Date
Keith Reinhardt	5-19-92
Signed	Date
Signed	Date
Signed	Date

\techprep\equip

APPENDIX M

PURPOSE STATEMENT

Each of the districts in the Southeastern Illinois Tech Prep project will offer activity-based programs which provide a common core of transferrable work-related knowledge, skills and attitudes appropriate for all youth. In all cases, the schools will play a central role in assuring that educational programs help students to understand how learning relates to applications in real-world settings.

APPENDIX N

TECH PREP

MEMORANDUM OF UNDERSTANDING
Between
Southeastern Illinois Technical Preparation Program
and
Pope County High School

The purpose of this agreement is to provide for the implementation of a Technical Preparation program at Pope County High School during FY 93.

The Executive Committee of the Southeastern Illinois Technical Preparation agrees to provide appropriate professional development activities, selected materials, supplies, equipment and personnel to the maximum extent of the Tech Prep funded proposal for the implementation of the below listed activities.

The administration of Pope County High School agrees to provide leadership and support in the implementation of the following planned Tech Prep activities.

----Computer Application class will work with FFA and produce their Program of Work.

----Computer Application class will assist all entries to "Across these Hills".

----Computer lab will be available for composition class for processing and storing research papers. Application class will assist in the project.

----Agriculture projects will use lab to track sales and expenses on spreadsheet for their horticulture projects.

----Computer application class will work with National Honor Society to produce all typed materials for a formal induction ceremony.

----Computer Application class will produce mailing labels for secretarial offices for all mailing projects in school.

----Will survey the surrounding business and state facilities to determine the most used software in the business fields, and coordinate it with night school offerings.

----Compose memo complete with grammar check.

----Work with FFA completing secretarial needs for Program of Work.

----Assist English department with contest entries.

----Individually assist students who come to the lab in producing resumes', college letters, etc.

----Work with all clubs to produce attractive programs, etc.

----Produce data base files for address labels for secretary.

Principal — Date 5/26/92

Co-Director — Date 5/27/92

Superintendent — Date 5-26-92

Coordinator — Date 5/27/92

TECH PREP

MEMORANDUM OF UNDERSTANDING
Between
Southeastern Illinois Technical Preparation Program
and
Hardin County High School

The purpose of this agreement is to provide for the implementation of a Technical Preparation program at Hardin County High School during FY 93.

The Executive Committee of the Southeastern Illinois Technical Preparation agrees to provide appropriate professional development activities, selected materials, supplies, equipment and personnel to the maximum extent of the Tech Prep funded proposal for the implementation of the below listed activities.

The administration of Hardin County High School agrees to provide leadership and support in the implementation of the following planned Tech Prep activities.

----The computer and software will be used to integrate practical application into the regular classroom. In the science department it will be utilized during the laboratory sessions to reinforce the relationship between force in the mechanical, fluid, electrical, and thermal systems and their corresponding variables. In the math department these relationships will be used as examples of direct and inverse variations, linear relationships and hyperbolic functions (e.g. Ohm's Law and Boyle's Law). The materials will be used in the Principles of Technology class in conjunction with materials already within our district. The counselor will use the equipment along with VCR materials already within our district to guide students with career choices and long term goals.

Don Jaynes 5-26-92
Principal Date

John Rawlins 5/27/92
Co-Director Date

Neal S. Cole 5-28-92
Superintendent Date

Judy A. Winn 5/27/92
Coordinator Date

TECH PREP

MEMORANDUM OF UNDERSTANDING
Between
Southeastern Illinois Technical Preparation Program
and
Norris City-Omaha-Enfield High School

The purpose of this agreement is to provide for the implementation of a Technical Preparation program at Norris City-Omaha-Enfield High School during FY 93.

The Executive Committee of the Southeastern Illinois Technical Preparation agrees to provide appropriate professional development activities, selected materials, supplies, equipment and personnel to the maximum extent of the Tech Prep funded proposal for the implementation of the below listed activities.

The administration of Norris City-Omaha-Enfield High School agrees to provide leadership and support in the implementation of the following planned Tech Prep activities.

----Applied Communications: The student worktexts, instructors guides, and video tapes of the modules will be used in a "Stand Alone" communication class taught by Sandy Spence in the English Department. Select modules concerning job application writing, resume' writing, and interviewing skills will be taught in the Vocational Education Department by Ron York to students in an Interrelated Occupations class.

----Computer Technology: The IBM computers and printers will be placed in a computer lab to replace an equal number of Apple computers. Barb Mitchell will teach Computer Concepts and Software Applications and basic programming skills in the lab through the Vocational Education Department. Each machine will also be used by students secretarial and information processing classes in the Business Department taught by Mary Ellen Mosby. The Apple computers being replaced will be assigned to the elementary school to be used by 6th, 7th, and 8th grade students to learn keyboarding skills.

----Incorporate Applied Communication as a stand alone freshmen English class.

----Use the job application, resume' writing, and interviewing skills components of Applied Communication in our Interrelated Occupations course.

----Incorporate selected units of Applied Mathematics into our Industrial Arts courses.

Mike Rosell 5/26/92
Principal Date

Jack Lawhon 5/27/92
Co-Director Date

Dan Price 5/26/92
Superintendent Date

Ted D. Nims 5/27/92
Coordinator Date

TECH PREP

MEMORANDUM OF UNDERSTANDING
Between
Southeastern Illinois Technical Preparation Program
and
Carrier Mills-Stonefort High School

The purpose of this agreement is to provide for the implementation of a Technical Preparation program at Carrier Mills-Stonefort High School during FY 93.

The Executive Committee of the Southeastern Illinois Technical Preparation agrees to provide appropriate professional development activities, selected materials, supplies, equipment and personnel to the maximum extent of the Tech Prep funded proposal for the implementation of the below listed activities.

The administration of Carrier Mills-Stonefort High School agrees to provide leadership and support in the implementation of the following planned Tech Prep activities.

----A concept is introduced, say linear graphing in Unit 16 of the Applied Math series. Using the MAC's graphic features, linear graphs could be constructed and put into a Field. As each group completed their graphing, a button could be used to show the field and thus the correct solution. (Mr. Coleman and Mr. Lippert)

----With advances in multimedia and the program QUICKTIME, stacks could be developed professionally that would make all the Applied classes come alive which is the main objective of an effective Tech Prep program--getting their attention.

----Using the Hypercard, integrate 3 Applied Math units in Pre-Algebra and Algebra I with Mr. Coleman. These stacks will be developed by the in-house programming class with Mrs. Absher.

----There is the obvious implication of using the MAC in the Tech Prep programming sequence--as a vehicle in using a modern language such as C+.

----Sophomore year will add one semester Applied Communications by using Tech Prep techniques utilizing Mrs. Cowger and Mrs. Boatright.

----Use team teaching technique between Industrial Arts instructor, Mr. Williams, and math instructors, Mr.

Coleman and Mr. Lippert, to develop a Tech Prep course of study using the computer lab.

----Science, math, and English teachers would interact through use of the lab to conduct experiments in science which would utilize the computer for Applied Math concepts and Applied English. (Mr. Morgan, Mr. Lippert, Mr. Coleman, Mrs. Cowger, and Mrs. Boatright).

----Hypercard stacks will be utilized for teaching Applied Math.

----Accounting will be taught using Microsoft Works by Mr. Cowger, but this program will also be used by the Applied English classes and the Applied Science classes. (Mr. Cowger, Mrs. Cowger, Mrs. Boatright, and Mr. Morgan).

----Computer literacy will be added to the required Freshmen course of study because we recognize how important computers are in the job market and that all students, especially Tech Prep students, must be familiar with the basic concepts so they will be confident in job interview situations, and then on the job, they will contribute.

----Job application blanks will be stored on the hard drives and students in Applied English classes, or any of the Applied classes for that matter, will use the computer to fill them out. (Mrs. Boatright and Mrs. Cowger)

----English classes will each do three units of Applied English using the computer lab or the portable equipment to produce a resume. (Mrs. Cowger and Mrs. Boatright)

----History classes will integrate with the applied English classes by using Point of View. (Mrs. Humm and Mrs. Cowger)

----All classes will use the Grolier's Encyclopedia on the CD ROM to do research and research papers.

----Government classes will use tests stored on the hard drive to practice for mandatory State and Federal Constitution exams. (Mr. Lane)

----All students will benefit by using the Spellchecker and Grammar check.

----All Applied classes will stress the importance of proper English both in speaking and writing. This will be reinforced through use of Microsoft Works. (all applied classes)

----Advanced math classes will use the lab as a hands on means to teach Applied Math techniques--for example, constructing graphs, solving problems, and solving equations. (Mr. Lippert)

----Speech Classes will utilize the lab through research using the CD ROM software and through Prodigy. (Mrs. Absher)

----Speech classes will use the printers through the word processing format of preparing speeches; this will include Microsoft Works. (Mrs. Cowger)

----Prepare students for the ACT exam. (all teachers)

----Expanded CAD use through the drafting program. This will benefit more students. (Mr. Williams)

----Drafting students will use the computer room as a lab. (Mr. Williams)

----Industrial Arts would tech applied math through use of the lab. (Mr. Williams and Mr. Coleman)

----Industrial Arts students would be free to use the lab during study halls and lunch hour as would other students.

----Team teaching through use of the lab to teach Applied English to the Industrial Arts students.

----Team Teaching through the use of the lab to teach Applied Math to the Industrial Arts students. (Mr. Williams and Mr. Coleman)

----Hypercard stacks will be constructed to institute Applied Math. (Mr. Coleman and Mr. Lippert)

----Lessons and illustrations can be put on Hypercard. (Mrs. Absher's class will do this for other classes)

----Using Hypercard, answers can be put into hidden fields.

----Using an overhead projector device, these concepts can be presented to the class. Through the use of Fields and Buttons, this is individualized for group participation. (Mr. Coleman)

----Word processing classes will be expanded and enhanced by combining Mrs. Cowger's word processing with Mr. Cowger's spreadsheet.

----With the mobility of a cart, the MAC could be available to all the classes using Applied materials.

----In Freshmen year integrate Applied Communications using the computer lab with Mrs. Cowger and Mrs. Absher.

----Industrial Arts would implement Applied Math techniques through use of the computer lab. (Mr. Williams)

William E Bell 5/26/92
Principal Date

John Rawlins 5/22/92
Co-Director Date

William E Bell 5/26/92
Superintendent Date

Jack A. Sims 5/27/92
Coordinator Date

TECH PREP

MEMORANDUM OF UNDERSTANDING
Between
Southeastern Illinois Technical Preparation Program
and
Carmi-White County High School

The purpose of this agreement is to provide for the implementation of a Technical Preparation program at Carmi-White County High School during FY 93.

The Executive Committee of the Southeastern Illinois Technical Preparation agrees to provide appropriate professional development activities, selected materials, supplies, equipment and personnel to the maximum extent of the Tech Prep funded proposal for the implementation of the below listed activities.

The administration of Carmi-White County High School agrees to provide leadership and support in the implementation of the following planned Tech Prep activities.

----The Carmi-White County High School project will include integration of business and English. One unit of Applied Communications will be taught each quarter to pilot a complete Applied Communications course to be implemented in 93-94. English students will receive computer instruction from business teacher. Secretarial students will receive English mechanics instruction from the English teacher. The computer network will be shared during the project and Applied Communications. The network will also be available for use by our Industrial Technology instructor for Computer Assisted Drafting and Automotive Technology. Present scheduling would provide full usage during our eight period day. In addition, Carmi-White County High School also provides classrooms for Southeastern Illinois College's Carmi Campus. The computer lab would also be available for SIC night classes.

R S Johnson 5-26-92
Principal Date

Jack Rawlins 5/27/92
Co-Director Date

Superintendent 5-26-92
Superintendent Date

Coordinator 5/27/92
Coordinator Date

TECH PREP

MEMORANDUM OF UNDERSTANDING
Between
Southeastern Illinois Technical Preparation Program
and
Gallatin County High School

The purpose of this agreement is to provide for the implementation of a Technical Preparation program at Gallatin County High School during FY 93.

The Executive Committee of the Southeastern Illinois Technical Preparation agrees to provide appropriate professional development activities, selected materials, supplies, equipment and personnel to the maximum extent of the Tech Prep funded proposal for the implementation of the below listed activities.

The administration of Gallatin County High School agrees to provide leadership and support in the implementation of the following planned Tech Prep activities.

----The physics class (Paula Franklin, Teacher) plans to use this unit so the students can have more of a hands on approach to physics. A toothpick bridge building project is planned showing uses of forces in stress points of bridges.

----The CAD class (Pat Abell, Teacher) plans to have his students do top view and front elevation drawings of the bridge structures from the physics class. They will then use the drawings to calculate the volume of materials needed for actual bridges.

----The physical science class (Paula Franklin, Teacher) plans to use this unit to introduce science students to forces and vectors. By using the software that is apart of the unit, the students will be able to practice using forces and vectors.

----The Principles of Technology Committee has plans to implement the first unit of the Principles of Technology program in each of the participating schools.

----This unit is to be sued in the academic physics and physical science programs and in the vocational CAD program. This first unit deals with applications of vector and forces.

----Project I: This assignment will involve English III, English IVA, and Computer Applications classes. The English classes will write a term paper on an approved subject. All grammar and mechanics rules must be followed. The English Teacher will collect and grade the papers. Then, the papers will be given to the Computer Applications teacher who will assign the papers to Computer Applications students. They will edit and print the papers for a grade. Their papers will then be graded by the Computer Applications teacher; their papers must not only follow report format rules, but also grammar rules, spelling rules, punctuation rules, etc.

----Project II: Proofreading is an integral part of Computer Applications I (four hours of this class meet daily). Proofreading entails spelling, punctuation, grammar/sentence structure, style, content, and all concepts necessary for the proper use of English.

----Project III: Computer Applications I students have several activities where they must compose as they input. These composition activities are a reinforcement for and an addition to the composition skills achieved in English classes.

----Project IV: Mrs. King's English III class will input assignments at the computers utilizing MicroSoft Works and IBM compatible computers. The students must utilize correct keyboarding techniques as learned in Computer Applications I. The techniques will be monitored by Mr. DePriest.

----Project V: Mrs. Franklin's Chemistry I class will compose their first lab report on the computer. As Mrs. Franklin stresses content for the reports, Mr. DePriest will teach students input and editing skills using MicroSoft Works and IBM compatible computers.

----Project VI: Mrs. Franklin's Chemistry II class will compose a lab report using MicroSoft Works. Mr. DePriest will be available to answer technical questions concerning the word processing software.

----Project VII: Mr. Pankey's English III class will compose a research paper which will be keyboarded under Mr. DePriest's supervision. The class will use MicroSoft Works, IBM compatible computers, and data input/editing skills learned in Keyboarding I and Computer Applications I.

----Project VIII: Mr. Pankey's English III class will build composition skills using special software designed to

teach composition skills. The students will use IBM compatible computers.

Principal	Date	Co-Director	Date
Superintendent	Date	Coordinator	Date

TECH PREP

MEMORANDUM OF UNDERSTANDING
Between
Southeastern Illinois Technical Preparation Program
and
Southeastern Illinois College

The purpose of this agreement is to provide for the implementation of a Technical Preparation program at Southeastern Illinois College during FY 93.

The Executive Committee of the Southeastern Illinois Technical Preparation agrees to provide appropriate professional development activities, selected materials, supplies, equipment and personnel to the maximum extent of the Tech Prep funded proposal for the implementation of the below listed activities.

The administration of Southeastern Illinois College agrees to provide leadership and support in the implementation of the following planned Tech Prep activities.

----The equipment will used in vocational programs of electronics mechanics and hydraulics when teaching the application of force theories in respective areas.

----The academic courses will use the equipment as a supplementary resource to reinforce and show the application of the theory taught.

----The new microcomputers will be used by the secretarial students to use interactive career guidance software to determine correct career paths as well as look for options.

----This can also be used by high school students within the college district as a method of determining courses and college majors. Counselors assist students when technical business faculty might not be available.

----This interactive guidance system could be utilized by all students in all disciplines. It could be located in the Learning Center which has hours for weekdays/nights and weekends. David Nudo, Director of Counselors, would have responsibility for overseeing this!

----In Introduction to Business class students are required to turn in article summaries. These summaries are graded on content as well as English grammar and punctuation.

----In Basic Applications, students are required to use the PC and word processing software to compose an article summary. Students are graded on content, grammar, punctuation, as well as using the computer to compose.

----In Basic Applications students are required to use the PC and word processing software to compose a resume'. This is graded for grammar, spelling, punctuation, and formatting using the PC.

----In Basic Applications students have been required to use the PC and spreadsheet software to solve basic math problems. They are required to use these skills to also solve basic algebra problems.

----In typing classes students are required to type basic grammar and punctuation rules to reinforce their English skills.

----In both Basic Applications and Word Processing, students are taught how to use the PC and software to prepare term research papers for English as well as other general studies classes.

Robert Bayne 5/27/92
~~Principal~~ Assoc Dean / subst for Tal' — Date

Jack Rawlins 5/27/92
Co-Director — Date

Superintendent — Date

Jack D. Nimmo 5/27/92
Coordinator — Date

TECH PREP

MEMORANDUM OF UNDERSTANDING
Between
Southeastern Illinois Technical Preparation Program
and
Eldorado High School

The purpose of this agreement is to provide for the implementation of a Technical Preparation program at Eldorado High School during FY 93.

The Executive Committee of the Southeastern Illinois Technical Preparation agrees to provide appropriate professional development activities, selected materials, supplies, equipment and personnel to the maximum extent of the Tech Prep funded proposal for the implementation of the below listed activities.

The administration of Eldorado High School agrees to provide leadership and support in the implementation of the following planned Tech Prep activities.

----O.B. Camp, Physics teacher, will incorporate applied physics simulations, and introduce concepts in physics as they become relevant in the Principles of Technology course of study.

----James Hill, Principles of Technology teacher, will simulate concepts of hydraulics, pneumatics, electronics, mechanics, thermal, optics and laser as they become relevant and pertinent.

----Jane Barton, English teacher, will monitor the students written work on the computer whenever they utilize reports, letters, narratives of experiment findings, and tables that represent students' classroom experimentation.

----Roger Upchurch, physical science teacher, will utilize the computers as a computer science laboratory to demonstrate specific scientific concepts as is necessitated by the course content.

----David Drone, business and computer teacher, will monitor teacher and student progress in the development of their keyboarding skills and other computer-assisted skills needed to gain maximum utilization from the computer equipment.

----Jane Barton, English teacher, will have all students use the IBM computer lab for all writing assignments. WordPerfect 5.1 will be used by the students when using the lab for this purpose.

----Mary Nelson, Yearbook advisor, will do all required layout, copy, etc., using a desktop publishing program in the IBM computer lab.

----O.B. Camp, Math teacher, will incorporate math simulations, graphing programs, and spreadsheets into his daily lessons. Lotus 123 will be used for the spreadsheet portion of his teaching.

----David Drone, Business teacher, will use WordPerfect 5.1, Lotus 123, and DBase IV in his computer applications classes. The South-Western Accounting program will be used for the computerized accounting. A keyboarding/typing program will be used by the beginning keyboarding classes.

----Elizabeth Wargel, Business teacher, will use the Lotus 123 spreadsheet in her teaching of budgeting and money management. The computer lab can also be utilized for software simulations pertaining to consumer education. Applied Economics-JA will use IBM programs for record Keeping in the operation of the student company. Also a computer simulation provided by the Kellogg Corporation is used by the students in this class.

----Applied Economics-Junior Achievement is a one-semester course introducing economics to high school students. The students organize and operate a "student company" by a computer management and economic simulation. This class is supported by the Chamber of Commerce and was partially funded by the Illinois Power Co. this school year.

Carroll Ray Klopp 5/26/92
Principal Date

John Rawlins 5/27/92
Co-Director Date

Larry F. Siebert 05/26/92
Superintendent Date

Jack D. Nims 5/27/92
Coordinator Date

TECH PREP

MEMORANDUM OF UNDERSTANDING
Between
Southeastern Illinois Technical Preparation Program
and
Harrisburg High School

The purpose of this agreement is to provide for the implementation of a Technical Preparation program at Harrisburg High School during FY 93.

The Executive Committee of the Southeastern Illinois Technical Preparation agrees to provide appropriate professional development activities, selected materials, supplies, equipment and personnel to the maximum extent of the Tech Prep funded proposal for the implementation of the below listed activities.

The administration of Harrisburg High School agrees to provide leadership and support in the implementation of the following planned Tech Prep activities.

----The Lab being requested is state-of-the-art and will accommodate software and any other desired use for many years. It will be placed in the school media center for access by all high school students.

----The community study which was commissioned by the school board last fall has recommended a computer lab and a Tech Prep program for the high school.

----A senior-level class in communications has been created for the next school year. This class will cover the entire Tech Prep Communications Program (modules and videos) and will make extensive use of the computer lab. It will have top priority for lab use. The business instructor will serve as a consultant in the planning of activities for this class for planning realistic writing projects. After the pilot year, the modules will be distributed throughout the English classes.

----All English instructors will review the applied materials during the year. Classes at all levels will incorporate the materials and use the computer lab for writing applications. Instructors will make grade-level decisions as to where the materials will be used.

----Drafting classes will use the lab along with CAD software. Although three computers are available in the classroom, the demand for them is high and use time limited. The lab equipment requested will support this software.

----Research projects in all academic/vocational areas will be carried out. Next year the media center will be a part of the Shawnee Library System; students will have computer access to its data bases. Since a modem is also available in the media center, other data bases will also be available. Students will be able to complete an entire project--from initial research using book references and/or data bases through to the final printout--in one location.

----Guidance counselors will use the lab for a series of interest inventories to assist students in career planning and course selection. Since many instructors from different fields include units in careers as part of their course content, these instructors will also make use of the software programs. A large variety of software regarding interests, study skills, aptitudes, job skills, etc., is available and would be valuable for Tech Prep students as well as all other students.

---Plans are being made for applied physics course which will make extensive use of the computer lab. Although the entire course will not be in place for the next school year, the lab will be used as much as possible in regular physics classes to test/evaluate materials. CORD-developed curriculum materials will be considered.

----Business classes will take advantage of the opportunities provided by the computer lab to complete projects in word processing--business letter writing, report writing, etc. The guidance software concerning job skills and aptitudes will be utilized by these classes as will the software for resume writing. Desktop publishing software will be sued in conjunction with writing projects such as proposals and reports. Interrelated activities combining word processing, spreadsheets, and data bases will be assigned.

----The journalism staff will make use of the computer lab to produce copy for the yearbook and school newspaper. Desktop publishing software will be used extensively for page layout, graphics, and general word processing.

----Art classes will explore the vocational opportunities offered through the graphic arts. Desktop publishing and design will be utilized. The CD ROM/laser disk units will be used for study.

----Science teachers will examine the applied materials available and incorporate units in present classes where possible. The potential of applied classes will be explored. Software allowing simulated laboratory experiments using the computers will be purchased. Use of the computer lab will be made for research project reports.

----Special education instructors will examine the software that is available for special needs students, both academic (drill and practice) and vocational. They will explore the possibility of using the lab for testing/diagnostic purposes. Since everyone will be using computers, these students must also have learning opportunities in this area.

----Math teachers will examine the applied materials available and incorporate units in present classes where possible. The addition of applied classes will be considered. Software containing drill and practice materials will be purchased for remedial work in the lab. The use of the computers for complicated calculations will be explored.

----Social studies instructors will make use of the lab for reports. The CD ROM/laser disk players will be utilized.

----Building trades students will make use of software designed to prepare house plans and determine materials lists. In this way, practical math applications would be utilized.

----Agriculture students will make use of the multitude of software available in all areas of agriculture and ag business. The use of simulations will be expanded. Projection software will be utilized. This lab will complement the Apple computers already available in the department and will enable students to better prepare for region/state contests, since these materials come in IBM/compatible form.

----Foreign language students will make use of software designed for drill and practice. With the expansion of the global economy concept, the possibility of joint projects between foreign language students and business students will be explored. Business letters and/or reports will be written and prepared in Spanish/French.

----Consumer education students will make use of the computer lab to search data bases, write reports, use stock market simulations, etc.

----A committee of teachers from all departments will set up guidelines for the use of the computer lab and plan software purchases.

----Instructors in related areas would work toward a common planning period in order to plan and implement a viable Tech Prep approach to the integration process.

----A series of inservice workshops would be planned for high school instructors to familiarize them with the operation and potential uses of the computer lab.

----The integration of applied mathematics Units 4 (graphs, charts, tables) and Unit 13 (precision accuracy) and Principles of Technology Unit 1 (force) and Unit 2 (work) into existing science classes.

Principal 5-27-92 Date

Co-Director 5/27/92 Date

Superintendent 5-27-92 Date

Coordinator 5/27/92 Date